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This guide to establishing an adult basic education learning laboratory focuses on reading development with programed and self-directed instructional materials, with individualized as well as classroom instruction (Stage I), and on the use of audiovisual devices and software (Stage II) for individual, small group (cluster), and occasional large group instruction. Additional possible stages for development and program offering are noted. Guidelines are provided on selecting instructional materials, record keeping, student intake, student testing and placement, physical facilities and arrangements, scheduling, classroom techniques, and evaluation of student progress. Workshops, demonstration of local facilities, and action research in Albany, Syracuse, and White Plains, are also described. The document includes a glossary, bibliographies of adult basic education and learning laboratory curriculum materials, registration and report forms for new adult students, facilities and equipment, learning laboratory day and evening scheduling, organizational and learning laboratory flow charts, job and task descriptions, a weekly laboratory plan for a class, and a student activity chart. (ly)

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GUIDE FOR ESTABLISHING A LEARNING LABORATORY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The White Plains Public Schools

The White Plains Public Education Center
228 Fisher Avenue
White Plains, New York 10606

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"Poverty we think it no disgrace to acknowledge, but a real degradation to make no effort to overcome."

---Pericles Funeral Ovation
493 B.C. Athens

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A LEARNING LABORATORY

ADULT BASIC EDUCATION

The White Plains Public Schools

The White Plains Adult Education Center
Adult Basic Education
228 Fisher Avenue
White Plains, New York 10606

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May 1969

DEDICATION

To all of the Adult Basic Education students who have participated in this program and whose revitalized image of themselves is expressed in the following excerpts from their essays entitled What Education Means to Me, - "Since I have been going to school, I think more of myself and can hold my head high."

"I think since I have been in school, my children feel more respect for me."

"To say thank you to my country for giving me this wonderful opportunity would not be enough. Since it goes deeper than that. No one could possibly know how a person, who is past middle age, feels in being given this chance. I feel as though I will be contributing to my community instead of taking from it."

FOREWORD

This Guide has been designed to assist educators with the implementation of a learning laboratory in programs providing academic instruction for adults.*

The White Plains Adult Education Program expresses its appreciation to the following members of the Adult Basic Education Staff who authored this Guide:

Elliot Lethbridge - Assistant Director of Adult Education

John Kacandes - Supervisor of Learning Laboratory

Ann Serrao - Supervisor of Instruction

And to the following members of the Staff who contributed greatly to its content:

Helen Guiliano - Instructor - Learning Laboratory

Evelyn Wolfe - Guidance Supervisor

The Program further acknowledges Alfred T. Houghton, Chief, and Lois Matheson, Associate, of the Bureau of Basic Continuing Education of the New York State Education Department, who reviewed materials and made valuable suggestions which were incorporated into the Guide.

Sterling Goplerud
Director of Adult Education

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*In order to make this Guide available to the professional community on a broad basis, the Adult Education Center has produced copies for distribution. The price of $4.00 for this Guide is to defray the actual cost of reproduction and distribution.

TABLE OF CONTENTS

Epigram
Title Page
White Plains Board of Education
Dedication
Foreword

PART I. INTRODUCTION

Historical Background 1

Role of the Bureau of Basic Continuing Education of the New York State Education Department in developing three learning laboratory centers ---- Primary tasks assigned to the learning laboratories ---- Accomplishments of the learning laboratories.

What Is a Learning Laboratory? 2

As a self-contained learning environment ---- Type of instruction provided ---- Physical structural provisions ---- Wide range of instructional materials ---- Staffing for high intensity instruction ---- Evaluation procedures.

PART II. GOALS: AN OVERVIEW

A. Statement of Need 4

The challenge of the national effort to combat poverty and illiteracy ---- Major breakthroughs in instructional materials ---- Learning laboratories as a natural outcome.

B. Organization of the Guide 5

Stage I: development with programmed and self-directed instructional materials ---- Stage II: development with audio-visual instrumentation and software ---- Additional possible stages for development and program offering.

C. Goals for an Integrated Adult Basic Education Program with Classroom Instruction and Laboratory Experiences 7

Objectives of the learning laboratory under Stage I and Stage II.

PART III. PREPARATIONS REQUIRED PRIOR TO INSTRUCTION

A. Selection of Instructional Materials for the Learning Laboratory and the Classroom 9

Sources for obtaining information pertaining to instructional materials --- Criteria for selecting instructional materials.

B. Preparation of Student Records 11

Records for general office use --- Records for laboratory use.

C. Physical Arrangements in the Learning Laboratory 13

Location of materials --- Location of files.

D. Intake Procedures 14

Role of guidance counselor --- Formal and informal tests --- Screening of auditory and visual deficiencies --- Role of learning laboratory aide.

E. Planning a Schedule for Learning Laboratory Instructional Experiences 16

Length of instructional periods --- Special schedules for particular classes and individuals who cannot attend on a regular basis.

F. Training of Teachers for Laboratory Instruction 17

Underlying premises for teacher training --- Areas covered in teacher training: testing, matching of instructional media and learner, content of instructional media, types of instructional media, range of instructional media, types of responses required on the part of the undereducated and underachieving adult students, directions required, utilization of the instructional media, styles of instruction, auto-instructional multi-media machine oriented systems, seating arrangements, location of instructional media, reinforcement and enrichment activities inter-relating laboratory and classroom instruction, personnel management, evaluation, and transfer of selected instructional media from the learning laboratory to the classroom.

PART IV. INSTRUCTION

A. Underlying Premises under Stage I and Stage II Styles of Instruction 21

Considerations for incorporating a learning laboratory in adult basic education --- Cost and physical space factors --- Teacher training --- Methods of instruction --- Basic goals for a learning laboratory facility --- Need for a working team relationship.

B. Placement Procedures 24

Role of formal and informal placement and diagnostic tests ---

Table of Contents (cont.)

Team effort involving classroom teacher and learning laboratory specialist.

C. Instructional Considerations 26
Teacher and laboratory specialist planning individual work for each student --- Positive learning behaviors expected --- Reinforcing the instructional sequence in the classroom --- Requirements of high intensity instruction --- Evaluating with each student the degree and amount of progress made --- Re-programming on an individual basis in developmental and remedial reading, language arts, and in communication skills --- Important components of a multi-sensory auto-instructional program utilizing a systems approach.

PART V.

RELATED FUNCTIONS OF THE LEARNING LABORATORY: WORKSHOPS, DEMONSTRATION OF LOCAL FACILITIES AND ACTION RESEARCH PROJECTS

Workshops and Demonstrations 31
Topics of concern and interest to visitors and workshop participants: Physical operational procedures, Evaluations of instructional media, List of materials, Tests used, Testing procedures, Scheduling for a variety of adult interests and programs, Inter-relationships developed with recruiters, guidance personnel and instructional personnel, content information for corrective, remedial and developmental reading, Procedures employed for planning the learning sequences with individual students, Inter-relationship among adult basic education, Manpower development training and Americanization programs, Job definitions of personnel, Data collection procedures, and Teacher training programs.

Action Research Projects 34
1966-1967 Action Research Project involving the Cities of Albany, Syracuse and White Plains evaluating the effectiveness of programmed and self-directed instructional material --- 1967-1968 Action Research Project involving the White Plains learning laboratory evaluation the effectiveness of "L-100 Communication Program" developed by Educational Developmental Laboratories, Huntington, L. I. --- Positive and significant gains accrued from participation in two action research projects for students, teachers and the community.

APPENDIX

(This portion of the Table of Contents is repeated as an Appendix after the body of the Guide)

A Scale for Comparative Evaluation of Programmed Materials as an Aid to Selection for Purchase .... A-1 to A-7

Bibliography of Instructional Materials Used in Adult Basic Education Classrooms .... B-1 to B-11

Appendix (cont)

Publisher's address, Title of materials, Grade level usage, and brief evaluation and description.

Bibliography of Instructional Materials Used in the Learning Laboratory..........B-12 to B-17

Instructional materials are listed by publisher's address, title of material, type of material: programmed, self-directed, instrument oriented, or traditional, Indication of approximate grade level as determined by the Learning Laboratory Staff.

Intake Summary Report Form for all New Adult Students........C-1

Indicates information acquired when a new student enrolls.

Albany Registration Form for All New Adult Students..........C-2

Learning Laboratory Floor Plan..........D-1

Shows the location of carrels, tables, desks, shelves, bookcases, file cabinets, student folder storage bin of daily work, etc.

Learning Laboratory Carrel Specifications..........D-2

Design and Specifications of the Mobile Student Storage Bin..D-3

Learning Laboratory Schedule of Instruction (Day and Evening Program) Used During Stage I..........E-1

Indicates teacher, grade level of each class, time for learning laboratory instruction, etc.

Learning Laboratory Schedule of Instruction (Day and Evening Program) Used During Stage II..........E-2

Stage I Organizational Flow Chart for Entire Adult Basic Education Program..........F-1

Stage II Organizational Flow Chart for Entire Adult Basic Education Program..........F-2

Job Description -- Learning Laboratory Supervisor-Specialist.F-3
- -- Learning Laboratory Assistant..........F-5
- -- Learning Laboratory Aide: Full time or part time..........F-6
- -- Supervisor of Instruction..........F-7
- -- Adult Basic Education Classroom Teacher...F-9
- -- Adult Basic Education Director..........F-10

Sample of Workshop Material Explaining the Instructional Process During Stage II..........G-1
- -- Reading Laboratory Flow Chart..........G-2
- -- Laboratory Schedule Flow Chart..........G-3
- -- Weekly Laboratory Plan for a Class........G-4
- -- Chart Showing How Activities Completed by Each Student are Recorded..........G-5

Glossary..........H-1

PART I

INTRODUCTION

Historical Background

1. The Bureau of Basic Continuing Education of the New York State Education Department in 1966 provided leadership, planning, and funds for the installation and operation of three Learning Laboratory Centers at Albany, Syracuse and White Plains. Each facility was designed to meet the unique individual needs of the various programs, populations and problems of its area. Initial assistance in setting up the laboratory centers, organizational planning at several workshops and ongoing consultative aid were provided by the entire Staff of the Bureau of Basic Continuing Education.

2. The primary tasks for the three learning laboratories in New York State were to examine programmed and self-directed instructional materials in a laboratory setting with a student population of undereducated adults; to report to the Bureau of Basic Continuing Education the various changes, adjustments and modifications that were necessary for each Learning Laboratory Center to achieve its goal. In addition, the learning laboratories attempted to explore the following factors: (a) the various physical arrangements necessary, the requirements for staffing and the scheduling of classes; (b) the various functions of guidance services in relation to intake and placement procedures; (c) the degree to which the student population reacted to the learning laboratory experiences as observed through academic gain and attendance patterns; (d) the manner in which the learning laboratories may serve other adult educational programs available in the community.

3. The accomplishments of the Learning Laboratory Centers are many. During the academic year of 1966-1967, the Cities of Albany, Syracuse and White Plains conducted a study using programmed and self-directed instructional materials. At the completion of the study, the three centers developed unique programs to suit their needs. White Plains conducted another study utilizing Educational Developmental Laboratories' "Learning One-Hundred Communications Program", utilizing a systems approach involving programmed, self-directed and auto-instructional materials for adult students functioning at academic ability levels ranging from 0-6 grade levels. This multi-leveled program made provision for independent, small-group and instructor-guided activities allowing students to respond to a variety of learning modes.[1] Pamphlets, booklets and evaluation scales for programmed materials have been developed.

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[1] John G. Kacandes and Elliot Lethbridge, An Evaluation Scale for Programmed Materials awaiting publication. Adult educational programs and teachers have been assisted in developing learning laboratory settings, or with ways and means to enrich their classroom instruction, through visitations, workshops, lectures and demonstrations.

What Is a Learning Laboratory?*

A learning laboratory in the area of reading and language arts instruction:

1. Is a self-contained learning environment in an adult education center
2. Is capable of providing intensive instruction in reading and the language arts on a developmental, a corrective or a remedial basis, in conjunction with regular adult basic classroom instruction or independent of classroom instruction
3. Is physically structured:
    - a. to accommodate adult students on an individual, cluster, group or classroom basis
    - b. with maximum flexibility as to seating arrangements
    - c. with the closest possible proximity to the instructional media (software and hardware) for learning laboratory staff, classroom teacher and individual student
    - d. with proper electrical outlets in walls and individual carrel stations
    - e. with a file storage system for all tests, forms, work sheets, answer keys and student work records on a self-operating basis
    - f. to allow shifting of work stations when necessary to accommodate the use of a particular type of instructional media

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*The learning laboratory in White Plains was developed as an essential component of the Adult Basic Education program. The laboratory's goals and program of instruction were based upon the availability of funds, capability of staff, the needs of students and the space available in the White Plains Adult Education Center. A laboratory must be able:

(1) to shift its goals and programs to meet the needs of its students

(2) to adjust to changes involving the scheduling of classes

(3) to fulfill the philosophy of adult basic education

(4) to operate in line with the philosophy of the local community

4. Is capable of utilizing a wide range of instructional materials, such as:

   a. programmed, linear and branching, materials in book or kit form

   b. self-directed materials in book or kit form

   c. system of auto-instructional machines consisting of tachistoscopes, controlled readers, pacers, overhead projectors, language masters, Graig readers, reading accelerators, record players, tape recorders, etc.

5. Use diversified media to instruct undereducated adults, native and foreign born, representing grade level ranges from "reading readiness" to eighth grade

6. Is staffed with a reading and language arts specialist, an assistant and a secretary-clerk. During each instructional day, each class spends part of its day in the learning laboratory. In this setting the classroom teacher and the laboratory staff seek to individualize the instructional process for each adult. Each teacher, under the supervision of the learning laboratory specialist, is provided direct and continuous supervision and guidance in the use of the instructional media and in the art of bringing the media and the undereducated learner together

7. Is constantly seeking to improve its diagnostic, placement and evaluation procedures as it works with each individual student. The student may be attending on a regular or sporadic basis in the day or evening program. His attendance patterns, regardless of the form they may take, can be accommodated in a learning laboratory setting

8. Is in a position to evaluate the effectiveness of the instructional media it acquires each year. It can share the information compiled with local, county, and state agencies and professional staff

PART II

GOALS: AN OVERVIEW

A. Statement of Need

1. The challenge of the national effort to combat poverty and illiteracy through basic adult education programs lies in implementing the most effective and expeditious teaching materials and methodologies available. Unfortunately, many instructional materials were easily converted from "children's use" for adult use. Many authors, with meager background in adult basic education, have begun to write didactic tracks and methodologies to be applied to undereducated and underachieving adults. Many teachers, with no background in teaching and working with deprived adults, were quickly recruited, mostly on a part-time basis, to instruct and to carry-out the objectives of adult basic education programs. Consequently, relatively few professionally prepared teachers in reading and linguistics reached the adult basic education programs.

2. With the dire need for experts in the areas of reading continuing to be in demand, major breakthroughs were being made with the advent of programmed and self-directed materials. A national resurgence for improving reading skills at all levels developed as funds became available through federal and state sources. Commercial enterprises flooded the market quickly with many programmed, self-directed and machine materials. The majority of these media had not been field tested adequately, as to their effectiveness and appropriateness for underachieving and undereducated adults.

3. It appeared that the development of learning laboratories was a natural outcome to the challenge of the national effort to improve the rate at which adult basic education programs could render the target population literate.

B. Organization of the Guide

1. The Adult Basic Education program has utilized the laboratory as an integral component in the overall developmental reading program during the past two years in White Plains. In order to share these specialized experiences, the main body of this Guide has been organized in a manner which simultaneously describes the two main stages under which the laboratory has been operated. These two styles are described as follows:

   Stage I - Consists of instruction for all adult basic education classes rotated through a laboratory setting which provides for the student individualized selection of, introduction of the utilization of, and ongoing supportive supervision in the use of programmed and self-directed materials. This system provides each student with individualized instruction at his success performance level on a daily basis for approximately one hour each day in addition to his regular classroom instruction.

   Stage II- Consists of individual, small group, (cluster) and occasional large group instruction in utilizing audio-visual instrumentation and software, in a laboratory setting. This system provides each student with individualized multi-media instruction at his success level while in the laboratory on a one hour a day basis. This instruction is supplemented with the use of software in the classroom which re-inforces and enriches the instruction received in the laboratory.

2. Additional Possible Stages:

   a. Utilizing the same format of rotating classes into the laboratory setting, the students could be offered a combination of Stages I and II. This style of instruction would utilize to maximum all of the multi-media contained in the laboratory. With selective use of specific media, specific gaps in learnings of individual and clusters of students can be offered as need is determined.

   b. A remedial program of instruction can be offered to a specific class utilizing the expertise of the learning laboratory staff in providing a detailed analysis of reading disabilities for all adults in any class. These students would receive a specialized series of machine and software experiences specifically tailored to their individual needs.

   c. Provision could be made for the "walk-in adult" who does not have the available time to attend either the regular day or evening adult basic education classes. The instruction for these students would be provided in the carrels on an individualized basis during the time that the laboratory is open.

The content of the instruction would include programmed, self-directed and individualized machine instruction. They would be trained and oriented in the use of all media.

Educators in adult basic education, undertaking to establish a learning laboratory, need to understand the intricacies of moving from Stage I to Stage II. Orderly transition depends on:

(1) the expertise of the laboratory staff with the media to be used

(2) the ability to manage the media to the needs of the students

(3) the amount of orientation and training classroom teachers are given

(4) the type of physical facilities available for accommodating adequately each type of instructional media.

C. Goals for an Integrated Adult Basic Education Program with Classroom Instruction and Laboratory Experiences

	Stage[2] I	Stage[3] II
Establish a learning laboratory to accomplish the following objectives:		
1. Establish the benefits of high level of instruction through the integration of laboratory experiences and classroom instruction.	X	X
2. Fix the responsibility with the Laboratory Specialist for the familiarity, understanding and utilization of self-directed, programmed and auto-instructional materials.	X	X
3. Evaluate existing and new instructional media and designate the most effective technique for their continued use.	X	X
4. Evolve instructional techniques suitable for the maximum effective use of each media or combinations of media in laboratory.	X	X
5. Create a format for laboratory instruction which will project to the learner a new exciting and rewarding experience.	X	X
6. Maintain an ongoing instructional procedure which will continuously provide for evaluation of pupil's day-to-day work product and the sharing with him in the planning of his next steps.	X	X
7. Strive toward a total learning environment where the real product for daily success is assured by virtue of the wide range of high efficiency media being utilized.	X	X
8. Involve laboratory staff in utilizing their perception of individual students functioning in the laboratory to contribute toward decisions regarding class placement and adjustment in instructional level.	X	X

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[2] Stage I consists of programmed, self-directed and classroom instructional material.

[3] Stage II consists of a systems approach package utilizing programmed, self-directed and auto-instructional materials.

	Stage I	Stage II
9. Contribute toward the planning and implementation of teacher training sessions in conjunction with the Supervisor of Instruction in order to transfer on a formal basis the knowledge and implementation about the media and its use in classroom and laboratory settings.	X	X
10. Utilize the existing learning laboratory as a demonstration project under the direction of the New York State Education Department, Bureau of Basic Continuing Education.	X	X
11. Undertake "action research"[4] projects concerning the effectiveness of selected media at the request of the State Education Department.	X	X
12. Share with the professional community the results, the experiences and the learnings gathered from classroom and laboratory instruction.	X	X

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[4] Quasi-experimental research being conducted without interrupting classroom instruction.

PART III

PREPARATIONS REQUIRED PRIOR TO INSTRUCTION

	Stage I	Stage II
A. Selection of Instructional Materials for the Learning Laboratory and the Classrooms[5]		
1. Sources of information pertaining to instructional materials (programmed, self-directed and machine oriented) could be the following:		
a. State departments of education dealing with adult basic education programs usually have specialists that collect bibliographies indicating the range of instructional materials available.	X	X
b. Publishing companies provide catalogues and salesmen to assist and inform teachers and supervisors of the materials that are available and perhaps applicable to one's needs.	X	X
c. Other adult basic education directors, supervisors and teachers may have compiled lists of materials that they have examined and found apropos to their programs.	X	X
d. University or college personnel familiar with adult basic education programs may have collections of materials available, to review or recommendations to make, based upon their experiences.[6]	X	X
2. Final selection of the instructional materials for the Learning Laboratory and the Classroom must be based on the following:		
a. Development of instructional materials with a combination of components which will contribute to a specific learning operation. The system must be capable of producing information that "feeds-back" to other components of the system for appropriate	X	X

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[5] List of instructional media used in the laboratory are included in the Appendix.

[6] Dr. Allan Cohen, Yeshiva University, Skill Center, has been of immense help in assisting us in selecting several instructional materials that would be most useful to adult programs.

	Stage I	Stage II
action, so that the system can be self-correcting for the student.		
b. The instructional system should be capable of providing continuous interaction between components and teacher-student-laboratory specialists.	X	X
c. Programmed instructional materials capable of providing either large comprehensive units or small modular units, whereby, information input, student responses and immediate reinforcement are combined for maximum learning behaviors.	X	
d. Auto-instructional and audio-visual presentations in multi-media capable of including possibilities for presentations of information, response specification and evaluation feedback.		X
e. The combination of multi-media instructional packaging makes it possible to have various combinations of response modes and information to meet combinations of instructional objectives that cannot be accomplished by a single method.		X

	Stage I	Stage II
B. Preparation of Student Records		
1. General Office Use		
a. Student Action Record Card: This is the basic system to record guidance contacts with students; it also contains total demographic student data.	X	X
b. Student Folders: Used to store test data, transfers, occasional sample of informal teacher made tests, personal and confidential information.	X	X
c. Class Test Records: A current listing by homeroom of initial, 100 class hour and 200 class hour test scores for reading and arithmetic. It also contains total attendance by pupil.	X	X
2. Laboratory Use		
a. Orthoscopic Examination: This visual survey screening test, near point and far point acuity, is designed to determine if the student has a need for referral for an eye examination. Each new student is examined within one week of enrollment. Guidance staff counsels with students for whom the examination reveals a need for further diagnosis of a visual problem. If the student is receiving public assistance, the guidance counselor contacts the student's social worker to arrange for a medical examination. Any other student in dire financial stress can have a medical examination through funds provided by local service clubs.		X
b. Intake Summary Report Form: This form serves to re-evaluate the initial homeroom grade level placement made at intake. It enables the student to have a period of several days of instructional experiences prior to re-assessment of the initial placement. The many facets of student adjustment, documented on this form by classroom teacher, learning laboratory specialist and guidance counselor, enable a more accurate assessment of student	X	X

	Stage I	Stage II
capacity for final class placement.[7]		
c. Instructional Materials Folder: Each student, who enters the laboratory for instruction from any source or program, has a folder assigned to him. The folder contains the actual software in which he is currently working, the jacket of all software previously completed, and a daily progress assessment sheet showing the success with which his assignment was completed. A daily inspection of the folder by laboratory staff and classroom teacher reveals what the student has accomplished at any given point of the instructional process.	X	X
d. Seating Chart: In order to provide an opportunity for teacher and laboratory specialist to confer semi-privately with any student about his daily work in programmed and self-directed materials, each student is assigned to a specific carrel. This setting lends itself most appropriately to individualized instruction.	X	
When the instructional programs include the use of auto-instructional instruments in a laboratory setting, the seating arrangements for students is best accomplished on an informal cluster basis. Groups of students selected to participate in learning experiences with machines readily move to a particular seating arrangement once it has been introduced to them. Subsequent use of programmed materials can be initiated at any point by reactivating the previously assigned carrel stations.[8]		X
e. Test Results: In order to attempt to individualize instruction for each student, on a daily basis, it is necessary to measure	X	X

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[7] A copy of this form is contained in the Appendix of this Guide.

[8] A floor plan of a learning laboratory is included in the Appendix of this Guide.

	Stage I	Stage II
his success with the instructional material at periodic intervals. Inasmuch as it is possible, instructional materials are selected on their appropriateness for under educated adults and for their capacity to provide us with pre-test placement, ongoing instructional evaluation of progress made and post-test results. Teacher and laboratory specialist use their personal evaluations and the test results to determine adjustments that must be made for each student's instructional program. The following types of tests are kept in the laboratory setting:		
(1) Standardized achievement test.	X	X
(2) Standardized and informal diagnostic tests.	X	X
(3) Publishers placement test for specific instructional media.	X	X
C. Physical Arrangements in the Laboratory		
1. Location of Materials		
a. Software, programmed material and self-directed material used regularly for instruction are stored on shelves along the walls of the laboratory.	X	
b. Software can also be placed at point of use if located on shelves built above the carrels.[9]	X	X
c. Machines are utilized in the following manner:		
(1) Large machines, used for cluster group instruction in various parts of the laboratory, are placed on an electrically wired wheeled cart for mobility.		X
(2) Machines used on an individual basis are stationed in pre-wired carrels for individual use.		X

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[9] A drawing of the carrels is included in the Appendix of this Guide.

	Stage I	Stage II
d. Instructional media which are not currently in use can be stored in steel two-door cabinets in the hall outside the laboratory.	X	X
e. Instructional material folders for each student are located in a uniquely designed storage bin,[10] whereby each row is indicated by a specific color assigned to each teacher. Each student folder is given a number which matches the number of the slot he is to store his material. Each student, therefore, retrieves his folder before instruction begins, and returns his folder to the assigned slot at the end of instruction.	X	X
2. Location of Files		
a. The following types of files are kept in the laboratory:		
(1) Student test records.	X	X
(2) Instructional manuals, tests, worksheets and answer keys are classified in different files as programmed, self-directed, machine oriented and regular materials.	X	X
(3) Formal and informal diagnostic, placement and achievement tests are kept together.	X	X
(4) Catalogs of Publishers' Instructional Materials.	X	X
(5) Administrative records of the laboratory.	X	X
(6) Daily lesson assignments for each student.	X	X
(7) Blank instructional worksheets for students' use.	X	X
D. Intake Procedures		
The student, arriving at school for the first time, is welcomed by the guidance counselor who follows these procedures:		

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[10] A drawing of the Student Folder Storage Bin is included in the Appendix of this Guide.

		Stage I	Stage II
1.	Informs student of the unique educational program in which he can function at the level of his needs and obtains from the student his long-term and short-term goals.	X	X
2.	Completes registration forms.	X	X
3.	Administers short vocabulary and informal oral comprehension tests in order to obtain initial placement level. The results indicate which level of the standardized achievement test the student should be given.	X	X
4.	Guidance counselor acquaints the new student to the learning laboratory facilities and introduces him to the laboratory staff.		X
5.	The learning laboratory aide administers the prescribed level of the standardized achievement test to determine present reading and arithmetic achievement levels.		X
6.	After the test the student returns to guidance counselor's office to continue the interview procedure and is given a brief tour of the building.	X	X
7.	While the student is conferring with the guidance counselor, the learning laboratory aide corrects the achievement test and telephones the results to the guidance counselor.		X
8.	Guidance counselor tentatively places the student into a class appropriate to his level of instruction.	X	X
9.	With the introduction of Stage II, of the Laboratory's Development, visual survey testing was added to the intake procedure and administered on an individual basis in order to determine if referral for professional eye examination is needed.		X
10.	Periodically a school nurse administers a hearing test to the entire student body.		X
11.	Within a two week period of time, the completed Intake Summary Report Form is reviewed by the guidance counselor to determine if there is a need to adjust the class level placement of the student, on the basis of information provided by the classroom teacher and the		X

	Stage I	Stage II
learning laboratory specialist.		
E. Planning a Schedule for Learning Laboratory Instructional Experiences		
1. During the instructional day, every classroom can be scheduled for a specific period of high intensity instruction.[11]	X	X
2. Instructional periods for each class can be between 40 to 60 minutes when programmed and self-directed instructional materials are in use.	X	
3. The introduction and use of a system of machines for instruction may require 60 to 90 minute periods. Generally speaking, the basic and primary levels require longer periods of instruction.		X
4. If a machine-oriented instructional cycle cannot be completed in the laboratory, the software portion, consisting of reinforcement and class work activities, can be completed in the classroom.		X
5. At the discretion of the laboratory specialist, instructional supervisor and the adult basic education director, special schedules can be made for individual classes having particular instructional needs.		X
6. Arrangements can also be made for a limited number of "walk-ins" (individuals with adult basic educational needs, but unable to attend regularly scheduled classes).	X	X

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[11] See sample of day and evening schedule for classes to attend the laboratory.

F. Training of Teachers for Laboratory Instruction[12]

The underlying premises involving the training of teachers to work effectively in the learning laboratory and the classroom are:

1. Responsibility for the training rests with the learning laboratory specialist and the supervisor of classroom instruction for each of their respective areas of jurisdiction. These two individuals must work closely together in determining the type of training that will be necessary.[13]

2. Initial training under Stage I involves primarily programmed and self-directed instructional media, while Stage II involves the use of auto-instructional multi-media machines and their respective components.

3. The intensity and the duration of any teacher training program depends upon the background and experiences the teachers have had with each instructional media in previous jobs or in their academic training.

4. In adopting a totally new set of instructional media, it may be necessary to have the manufacturer or publisher provide the training for everyone. The every day application of a new system demands that the learning laboratory specialist work with each teacher individually, while adopting the material to the environment of the learning laboratory, until most problems have been resolved.

5. The success of any instructional program inevitably rests with the quality of the teacher training program, with the amount of daily interaction between classroom teacher and the learning laboratory specialist, in applying each skill and media to the needs of the under-educated disadvantaged adult, and on the creative capacities of the staff to improvise, innovate, and substitute materials in the classroom and the learning laboratory.

The following topics constitute the areas covered in teacher training workshops, clinics and on-the-job teaching in a learning laboratory:

1. Testing

   The use of tests for:

   a. diagnostic purposes

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[12] Additional opportunities to train teachers who are not part of the staff in the White Plains Adult Education Center has been undertaken by the laboratory staff. See Part V "Related Functions".

[13] See "Job Descriptions" for Learning Laboratory Specialist and Supervisor of Instruction in the Appendix.

b. placement and matching of the instructional media to an individual, a cluster and to a group, depending upon the goals desired

c. evaluation of progress made on specific lessons, units, sections or chapters.

2. Matching of Instructional Media and Learner

On an individual basis, in a particular cluster or in a group situation, according to his cognitive, associative, and kinesthetic abilities and skills.

3. Content of Instructional Media

Basic, supplementary and enrichment skills embodied in the content of the various instructional media in use.

4. Types of Instructional Media

a. Differences between linear and branching programmed materials.

b. Self-directed materials in kits, boxes, or as books and workbooks.

c. Machine oriented system, is it based on conventional, programmed or self-directed instructional sequences?

5. Range of the Instructional Media

a. Grade level range based on day school children, or for under-educated adults.

b. Skill level range, single or multiple.

c. Readability level based on day school children or on adults of limited education.

d. Limitations, strengths, weaknesses and complexities in dealing with the range of the media.

6. Types of Responses Required on the Part of the Student

Oral, written, kinesthetic or a combination of behavioral responses.

7. Directions Required

Types of directions to be given to students to practice and master, prior to work in programmed, self-directed or a machine oriented system of instruction.

8. Utilization of the Instructional Media

   a. Consumable basis for each student at every class and grade level.

   b. Non-consumable basis for selected class and grade levels through the use of worksheets, plastic covers and water soluble inks or eraseable pencils.

   c. Cost implications for procedures to be adopted in each local setting.

9. Styles of Instruction

   Development of various effective instructional styles of teaching appropriate to programmed, self-directed, and/or machine oriented systems of instruction. Instruction to reach the needs of any individual, cluster, group or classroom.

10. Auto-Instructional Multi-media Machine Oriented Systems

    a. Understanding specific purpose of each machine.

    b. Acquiring skills necessary to insure effective operational procedures, in regard to projection distances, lighting requirements, screens, etc.

    c. Capacity and knowledge of equipment for disassembly and correction of malfunctioning parts.

    d. Degree to which machine is self-operative, semi-automatic or in need of constant supervision.

    e. Possibilities for training student monitors in the use of any machine for an individual or for a cluster of students.

    f. Management of established work stations for learners to accomplish minimum visual and auditory distraction and minimum "authority" figure intrusion.

11. Seating Arrangements

    Flexibility required in a learning laboratory in order to arrange for the most effective use of the various types of instructional media. Planned and timed student movement from cluster to cluster, or cluster to group or combination thereof.

12. Locations Desired

    a. Complete familiarity with the location of every aspect of the instructional media on open shelves above carrels, on walls or in files and storage cabinets.

b. Location of answer keys, work sheets, manuels, stop watches, spare parts, interchangeable motors light bulbs for each machine, lenses, tools for repair, etc.

13. Reinforcement and Enrichment Activities Inter-relating Laboratory and Classroom Instruction

Techniques and methods for reinforcing and enriching specific skills taught in the laboratory are used with the classroom materials when students return to classroom.

14. Personnel Management

High intensity instruction in the laboratory is possible when laboratory aide, classroom teacher and laboratory specialist have become an integrated working team with a specific function to perform in maximizing the utilization of a multi-media instructional system.

15. Evaluation

All materials used with any individual under-educated and disadvantaged student, cluster or group of students are evaluated for their effectiveness in the learning laboratory.

16. Transfer of Selected Instructional Media from the Learning Laboratory to the Classroom

As a result of having worked every day in the learning laboratory, the teacher is assisted by the laboratory specialist in the selection of self-directed, programmed and machines oriented materials for classroom use. Criteria for selection of any material depends upon the teacher's knowledge of its use, the impact the material has on students, the rating it has received by the laboratory staff and upon the use to which it will be in the classroom.

PART IV

INSTRUCTION

Stage I

A. Underlying Premises

1. Prior to the creation of a learning laboratory, all subject matter instruction rested with the classroom teacher. Traditional type of soft and hard cover books were used as the instructional media. With the exception of the occasional use of a film-strip or 16 m.m. film, no other machines were used to supplement any part of instruction.

2. The advent of a learning laboratory, under the direction of a reading specialist, permits expansion and concentration on the language arts, with particular emphasis on reading. Our instruction utilizes one of the most recent major instructional innovations, that is, programmed and self-directed materials.

3. Cost factors, teacher training requirements, and new styles of instruction required for the proper use of programmed and self-directed media, do not allow for mass introduction of the media into every classroom.

4. The instructional program in the learning laboratory is supplementary to the language arts and reading program in the classroom, through the use of programmed, self-directed material, language master and "Honor Machine" programmed instruction. Reinforcement activities through traditional media are completed in the

Stage II

A. Underlying Premises

1. Experiences gained by classroom teachers working on a daily basis with programmed and self-directed media in the learning laboratory, makes it possible to phase-out of the laboratory and into the classroom selected new media which have proved effective in supplementing and improving reading instruction. The classroom teacher has increased her repertoire of materials and has adopted newer instructional styles for classroom use.

2. The learning laboratory specialist can proceed to explore the installation and operation of another major technological innovation for the instruction of the language arts and reading, that is, a system of auto-instructional devices in the learning laboratory.

3. High cost factors and physical space requirements for locating each piece of equipment, make it impossible to contemplate use of the auto-instructional devices, for each classroom. The learning laboratory appears to be the natural setting.

4. Through auto-instructional multi-media devices in the learning laboratory, instructional objectives in the language arts and reading areas are supplementary. Reinforcement activities in the classroom consist of traditional, programmed, self-directed and any portion of the software attached to the auto-instructional devices which can be used in the class-

Stage I	Stage II
A. Underlying Premises	A. Underlying Premises
classroom. An effort is made not to duplicate the instructional materials available in the classroom and the laboratory.	room.
5. The laboratory uses programmed and self-directed instructional materials with each teacher and her class in order to determine the effectiveness of materials in up-grading the instructional process.	5. The laboratory staff is constantly seeking to test the effectiveness of new programs for their instructional qualities as they apply to adult basic education.

6. (Applies to both stages)

The methods of instruction for reading and the language arts, in the learning laboratory and the classroom, are not readily separated, even though the instructional media used at each stage are different. That is, developmental reading instruction and remedial reading instruction exist side-by-side. Developmental reading instruction involves the systematic teaching of reading skills to students who have not been taught those skills before; these students acquire the elementary skills, progressing from one skill to the next. Remedial reading instruction, in contrast, is designed for those students who have been exposed to instruction, but have failed to learn what was expected of them. Generally, such adult students have learned something, have learned it unevenly or incorrectly. With this group it is especially important to determine just what each student has learned, and what he has not learned through informal and formal diagnostic measurements which will enable proper placement in the instructional materials.

7. Regardless of the instructional media to be used, programmed, self-directed or multi-sensory auto-instructional instruments, the basic goals of the learning laboratory facility are:

   (a) to employ whatever instructional media and styles of teaching that will make it possible for adults, with no educational experiences and for those with limited educational backgrounds, to learn the basic skills of reading, writing, listening and communication by recognizing their widely varying abilities, interests, rates of learning, backgrounds and handicaps

   (b) to assist the classroom teacher, who has shown a willingness, committment and interest to do the most effective job

StageI StageIII

(Applies to both stages)

possible, by involving her directly in a laboratory environment of high intensity learning with new instructional media that cannot be duplicated for every classroom setting.

(c) to gather together the instructional media so that every student in the Adult Education Center can be served under the most desirable conditions to effective learning--staff, materials and physical environment.

8. Recognize, that regardless of the instructional materials gathered in the learning laboratory, each of them has some limitations and gaps, this requires the ingenuity and creativity of the learning laboratory specialist, the classroom instructional supervisor and classroom teacher to make the instructional program work well for each adult student, even though each student can react in a diverse manner to various instructional media and instructional styles of teaching. A wide variety of instructional media and instructional techniques are necessary if no adult is to be deprived again by the educational process.

B. Placement Procedures	B. Placement Procedures
1. Information, from informal and formal test results obtained during the initial intake period, can be used by the classroom teacher to acquire a general reference point as to the student's strengths in language arts, reading and arithmetic. The teacher, knowing the range of the instructional materials provided for classroom use, can informally administer any diagnostic procedures she has developed based on the media used in the classroom in order to place the student within instructional groups.	1. The information gathered in Stage One, has been expanded in Stage Two as a result of the teacher's close working relationship with the learning laboratory specialist. It may take a teacher several months to learn all the details for administering formal placement tests, whether prepared commercially by suppliers of programmed and self-directed media or by publishers of tests. The learning laboratory specialist can introduce the teacher to additional formal and informal devices with which he is familiar for laboratory use. This additional knowledge, in the use of diagnostic instruments, provides the classroom teacher with greater amplitude for placement in the classroom.
2. The learning laboratory specialist and laboratory aide work closely with the classroom teacher in administering a publisher's placement tests in specific programmed and self-directed materials. In most cases the learning laboratory specialist can demonstrate to the classroom teacher how diagnostic information can be obtained from publishers' placement tests. Obtaining diagnostic information from placement tests requires the laboratory specialist to familiarize the classroom teacher with several standardized diagnostic reading inventories that	2. Placement of students into a multi-sensory auto-instructional program, where all of a person's senses are involved, becomes more complicated because: a. adults have a wide range of experiences and a relatively developed vocabulary, though they may be illiterate or semi-illiterate b. placement in listening skills, attached to a system of multi-sensory auto-instructional machines, would be at a much higher level than placement in silent

Stage I	Stage III
cover most reading skills. Thus, teacher and specialist can discern the reading skills the placement test is seeking from the student's performance against the reading skills a detailed diagnostic test can provide.	reading skills.
	c. reading, through the use of pacing machines, will also place a student at higher or lower level, depending upon the strengths he possesses in visual acuity
	d. adult students are always participating at a much higher vocabulary level in discussion sessions in comparison to their reading vocabulary level.
3. Once the classroom teacher and the learning laboratory specialist have obtained adequate information about the adult learner, they must formulate the developmental and remedial aspects of their program by combining their efforts through the use of traditional instructional materials in the classroom and the programmed and self-directed materials of the laboratory.	3. Past experiences with programmed, self-directed and some reading machines during Stage I, now allow the laboratory specialist to add the multi-sensory auto-instructional machines to broaden the offering for developmental and remedial instruction. Placement must be based on the diagnostic information that is possible to obtain in a non-clinical situation. It is not as complete as one would desire, but it is improving.

C. Instructional Considerations

1. The learning laboratory specialist and teacher are responsible for developing and maintaining daily lesson charts which indicate precisely the work each student is to perform as part of a cluster, group or on an individual basis. It is important to record each student's daily progress and difficulties in order to make adjustments in instruction. During each laboratory session the laboratory specialist or teacher, seeks to indicate to the adult student what he has accomplished and what work he will do the following day. It is necessary to make provisions whereby absentees will have an opportunity to make-up work on a group or individual basis. It is important to allow enough time to conclude and summarize the day's activities and to provide time for any last minute questions from students. Provide considerable fluidity and flexibility in moving a student to different instructional levels and skill areas. The learner is constantly involved in the analysis of his problem, in the plans for solving it and in the evaluation of his progress.

2. Successful learning laboratory experiences, with the media used in Stage One and Stage Two, have clearly indicated that positive learning behaviors, which are reinforced immediately after a student response, are most satisfying. The behavior most likely to emerge, in any situation, is one which the student previously found successful or satisfying. In most instances this occurs in the learning laboratory when the learning sequences are planned in steady, cummulative steps of successful outcomes. In programmed instructional media and with certain auto-instructional instruments, the pay-off follows immediately after the response has been made by the adult. Therein rests the effectiveness of programmed self-instruction, by machine or paper bound book.

3. In planning a specific schedule of skills to be mastered during an instructional period, by using machines and software, there is often not enough time to complete the work. Therefore, arrangements can be made with the classroom teacher to continue the work in her classroom. The machine presentation is completed in the laboratory and the follow-up exercises can be completed in the classroom.

4. Instructional experiences in the learning laboratory are planned to be different from those of the classroom. High intensity instruction requires:

    a. a wide range of instructional materials within which any undereducated adult can function

    b. flexibility in seating arrangements for individuals to work in carrels and for clusters of students around specific work stations

    c. utilization of professional skills held by the laboratory specialist, classroom teacher and laboratory aide to provide intense instructional concentration to ameliorate the reading handicaps of each student

d. freedom for adults to work at their individual pace with an instructional program aimed to provide success at each level with a large variety of media

e. intensive teacher training in overall laboratory management of the media and the students

f. a "readiness stage" of transition which will enable undereducated adults to function successfully in the instructional media encountered.

5. Considerable attention is given by the laboratory specialist and the classroom teacher in working and supervising the learning environment in regard to communicating the degree of progress made by each student. The kind of reward, which seems to have the greatest transfer value to other life-situations, is the kind one gives oneself, the sense of satisfaction in achieving purposes and goals. Extrinsic rewards are of little value in adult basic education. (There is no need to strive if the reward-giver is out of the picture.) Undereducated adults have suffered many failures in most phases of life. It is important to develop an internal reward system for the learner. The staff strives to instill each adult learner with the capacity to set his own goals in bringing to himself satisfaction in learning. In evaluating progress made by the student, the laboratory specialist and the teacher need to assure themselves that there is no large discrepancy between the real objectives and the tests used to measure achievement. The crucial difficulty with our present standardized tests and testing procedures, is that they do not cover necessarily what we believe to be our most important educational aims and values. Curriculum and teaching geared to such tests are likely to ignore important goals and to concentrate only on learnings which can be easily "checked" and "scored".

6. It has been suggested in this manual that two basic stages be developed for the learning laboratory to provide developmental and remedial reading instruction. The first stage would consist of soft and hard cover programmed books and a selection of self-directed kits. The length of time the laboratory would operate with these basic materials, in addition to classroom instruction, would have to vary with the expertise available with staff and the goals of each program. Once, operational problems and experiences have been resolved and evaluated during Stage One, then one can move in the direction of expansion by acquiring multi-sensory, auto-instructional machines and instruments. Obviously, the management of a machine oriented program becomes more difficult than one involving only books and kits. Regardless of the direction a local adult basic education program decides to adopt, considering financial resources, number of students to be serviced, physical space requirements, professional training of teachers in developmental and remedial reading areas, and the experiences of the learning laboratory specialist, there are four basic dimensions applicable to Stage One and Stage Two. These are:

   a. the content of learning must be tailored to individual needs wherever and whenever possible

b. the level of content must be adjusted to individual needs

c. the intensity of teaching should be adjusted to each individual adult due to differences in rates of learning

d. the frequency of response must be maximized for each individual if maximum learning is to take place

The instructional programs selected must have the capacity to cover all the instructional class levels in a particular locale. Teacher and laboratory specialist must be able to detect improper placement of students in materials provided and immediately make adjustments.

7. The laboratory specialist, classroom instructional supervisor and the director of an adult basic education program, decide:

   a. to select various machines from different manufacturers and organize an instructional program for all grade levels

   or

   b. to select from one manufacturer who can provide a "total systems approach" of auto-instructional program for all grade levels.[14]

8. A good multi-sensory auto-instructional program should have the capacity of providing learning experiences that are meaningful. It should be well organized for each grade level into a definite sequence for content in the following areas:

   a. developmental and remedial reading

   b. language arts

   c. communication skills.

9. Some of the important components of a multi-sensory auto-instructional program are:

   a. perceptual accuracy and visual efficiency training to develop

      (1) accuracy, efficiency and retention capacities through tachistoscopic and controlled reading exercises necessary for visual discrimination

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[14] During Stage One, the White Plains Learning Laboratory added to its major portion of programmed and self-directed instructional media, the use of several instruments around which specific reading programs were built for specific skills. This approach proved satisfactory for our educational goals at that time. During Stage II, we experimented with a total "systems" approach by purchasing the "L - 100 Program" developed by Educational Developmental Laboratories, Huntington, L. I.

(2) visual memory training for ability to recall exposed material projected at certain rates of speed

(3) left to right directionality

(4) ability to scrutinize graphic structures

(5) ability to perceive various spatial relationships

(6) awareness of placement, direction and shape of letters, numbers, symbols, words, phrases and sentences

(7) motility training for oculomotor facilitation

(8) accelerated discrimination training with letters, numbers and symbols.

b. skill building activities for the development of aural language experiences; sight vocabulary; phonic and structural analysis; content, listening and reading comprehension skills; fluency in silent reading; facility in writing and spelling through the use of:

(1) a synchronized filmstrip and audio-recorder which appeals to the auditory and the visual senses. It presents the graphic representation of a target word simultaneously with its spoken form through a "story mode" and "word analysis mode"

(2) a tachistoscopic word recognition sequence which decreases the time it takes students to recognize words which were previously introduced by the synchronized filmstrip and audio-recorder

(3) a controlled reading pacer capable of processing the words taught previously at considerable rates of speed, one at a time, in a short story or through related paragraphs, helping the student to identify, recognize and "process" sight words into a coherent manner for understanding and recognition. The controlled reading pacer is also used (at slower rates of speed in contrast to the processing training described above) for developing reading fluency with story materials. It fuses all previous experiences in silent reading. That is, visual-functional, perceptual and associative skills acquired by students in previous parts of the instructional program

c. skill building activities for upper levels involving: tape recorders, record players and software

(1) listening comprehension skills provide:[15]

- a wide variety of selections dealing with scientific material, historical vignettes, everyday situations, news reports, biographical narrations and factional excerpts
- ability to follow a sequence of events
- appreciation of situations dealing with emotion and conflict
- techniques for relating graphics to auditory content, interpreting sound effects, visualizing, understanding spatial relationship, following directions, recalling important facts and relationships, making inferences and understanding main ideas.

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[15] The lessons can be presented on tape or on record. Each lesson begins with a statement of purpose. The narrator explains one segment of the skill to the student, and the student turns to his lesson book to apply the skill. The narrator returns to correct the student's work and to provide reinforcement. Then the narrator introduces additional facets of the skill, each of which is explained, applied and reinforced in the same manner.

PART V

RELATED FUNCTIONS OF THE LEARNING LABORATORY: WORKSHOPS, DEMONSTRATION OF LOCAL FACILITIES AND ACTION RESEARCH PROJECTS

Workshops and Demonstrations

Extensive and intensive working experiences in a learning laboratory, using programmed, self-directed and machine oriented instructional programs, allows the staff to perform in related activities that go beyond the day-to-day instructional procedures. It is possible to use the learning laboratory as a "demonstration center" for many visitors of varied professional interests.[16] "Action Research" projects can be undertaken and shared with educators and laymen alike. However, perhaps the most important contribution a learning laboratory can make, basides daily instruction for its own adult students, is to assist and share information with other professional groups which may want to develop their own programs in different locales.

Topics of concern and interest to visitors and workshop participants can be classified as follows:

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[16] Since its inception in 1966, the White Plains Adult Basic Education Learning Laboratory has received hundreds of visitors to observe its operation. During the past twelve months 200 visitors have come. An analysis and identification by occupational category of the guests reveals the following:

58	Industry and office personnel managers on tours sponsored by the New York State Employment Service
43	Day school teachers
28	Adult education directors
17	Adult education learning laboratory staff members from other cities
8	Community agency staff members
7	College or university staff members
7	Members of staff operating programs for the disadvantaged
6	New York State Education Department staff
5	Educators from foreign nations
5	College or university students
4	Publishers
4	Day school administrators
3	Directors of special programs
2	Private educational consultants
2	Private corporations for literacy programs
1	Political office holder

The visitors represented many geographical locations. The order of frequency by geographical area is as follows:

New York State, Westchester County, White Plains, Eastern Coast States, International and from other regions of the United States

1. Physical operational procedures of instruction with programmed, self-directed and machine oriented instructional media in a laboratory setting, whereby, every student at every grade level receives "high intensity" instruction for part of his day or evening program.

2. Objective and subjective evaluations made of programmed, self-directed and machine oriented instructional programs by the learning laboratory staff.[17]

3. Bibliographies of the instructional materials used in the learning laboratory and the classroom.[18]

4. Tests and testing procedures being used on a formal and informal basis for:

    a. diagnosis

    b. placement

    c. evaluation of student progress

5. Instructional sequence and style of instruction with each type of media:

    a. programmed material: linear and branching

    b. self-directed material in kit or book form

    c. machine oriented auto-instructional system approach of a multi-media type

6. Procedures for adjustment in the instructional sequence for sporadically attending adults and for students who leave the program, for short or extended periods, and then return to instruction.

7. Scheduling procedures for instruction on an individual basis, cluster basis or class basis.

8. The inter-relationships developed with recruiters, guidance personnel and instructional personnel.

9. Content information for corrective, remedial and developmental reading instruction.

10. Physical plans regarding the location of carrels; cluster group seating arrangements; storage cabinets, files, and instructional

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[17] See Appendix for a "Scale Evaluating Programmed Instructional Material" developed by the staff.

[18] See Appendix for "Bibliography of Instructional Material".

material.

11. Procedures employed for planning the learning sequences with each individual student and classroom teacher on a day-to-day basis.

12. The inter-relationship among adult basic education, manpower development training, Americanization and other adult education programs within one building.

13. Teacher training procedures for out-of-district and local district professional and semi-professional staff. Types of training available, length of training and cost of training.

14. Procedures used to collect student data for local and state jurisdictions.

15. Qualifications and job definitions of professional, semi-professional and clerical staffs.[19]

The following workshops were conducted at the White Plains Learning Laboratory:[20]

1. Urban System Program for the Disadvantaged, K-12 Teachers of White Plains, Mount Vernon, New Rochelle, Mamaroneck ...200 participants.

2. Teachers' Conference Day for the Southeastern Region of New York ...65 participants.

3. Adult Basic Education Administrators and Supervisors from Maryland, Delaware, Pennsylvania, New Jersey and New York ...40 participants.

4. Regional Workshop for Adult Basic Education Teachers, co-sponsored with the New York State Department, Office of Basic Continuing Education ...35 participants.

5. Future Teachers of the Disadvantaged, Good Counsel College, White Plains ...15 undergraduates receiving training three days a week while working with disadvantaged youth from junior high school classes for 20 weeks at the learning laboratory.

6. Local workshops for teachers of adult basic education ...10-30

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[19] See Appendix for Job Definitions of Various Staff Levels and Local Organization Chart for each position in the White Plains Adult Basic Education Program.

[20] These workshop sessions ranged from 3 to 6 hours in duration. Formal and informal presentations of various topics of interest were made to sub-groups formed by participants. The sessions culminated in a complete dialogue between participants and workshop staff.

participants at each workshop at least 3-4 times a year.

7. Local workshop for adult education recruiters ...3-5 participants.

8. Local workshop for adult education teachers working at the Westchester County Penitentiary ...5-7 participants.

9. On-the Job Training for educators of adult basic education programs planning to open and operate learning laboratories in New York City, Yonkers, Schenectady, Newark, N.J., Trenton, N.J., Camden, N.J., and the North Dakota Penitentiary ...40 participants.[21]

Action Research Projects

The most important task assigned to any adult basic education program is the instruction of students attending day or evening classes. The learning laboratories developed in Albany, Syracuse and White Plains, as part of their adult basic education programs, were given additional tasks:

1. Develop a laboratory that would provide a new refreshing environment for undereducated and underachieving adults.

2. Conduct an instructional program in the learning laboratories that would provide an opportunity to evaluate the effectiveness of the new instructional media, such as, programmed, self-directed and machine oriented materials.

3. Develop instructional sequences and techniques for each type of instructional material in view of the diagnosed needs of undereducated and underachieving adults.

In 1966 under the auspices of the State Education Department's Bureau of Basic Continuing Education, the three cities hired staffs and incorporated learning laboratories into their adult basic education programs. Each city developed an adult learning laboratory in which the physical facilities, the instructional climate and the educational program would be unlike the traditional classroom setting. During the school year, 1966-1967, the three cities engaged in a cooperative effort to evaluate the effectiveness of programmed and self-directed instructional materials. The following year, 1968, White Plains developed a pilot project to use the "L - 100 Communication Program" marketed by Educational

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[21] Training sessions for educators planning to start learning laboratories in their respective cities and states, we have included in the Appendix, Section G, a sample of the materials shared with our visitors. A plan for Stage II indicated the following: "Task Description for Phase I and Phase II," "A Reading Laboratory Flow Chart" indicating the roles for each individual during the instructional process, "A Laboratory Schedule Flow Chart" showing the breakdown of time devoted to each activity, "A Weekly Laboratory Plan for a Class" under instruction in the laboratory, and the "Recording of Activities Completed by Each Student as Part of Cluster Group Activity."

Developmental Laboratories, Huntington, L. I. Albany purchased a closed circuit television system to explore its uses for adult basic education instruction.[22]

Without the continuous financial and administration support of the Bureau of Basic Continuing Education, these two action research projects would not have been possible. Positive and significant gains have accrued from participation in these two research projects. In terms of student and teacher goals, the instructional experiences in a learning laboratory setting have been worthwhile. The aura and fascination of the learning laboratory have enriched the total adult basic education program. Students and teachers alike look forward to their period of instruction in the laboratory. Specifically we can demonstrate the following type of improvements on the part of the undereducated and underachieving adults, the teacher's staff and the community:

1. Tests: Academic
    a. Statistically significant grade score gains for most of the students on Word Meaning and Paragraph Meaning on the Stanford Achievement Tests
    b. Less anxiety developing during testing periods
    c. Increased interest in desire to improve test scores from one period to another
    d. Awareness of a correlation between test gain scores and frequency of attendance
    e. Increased comfort in discussing test losses or gains.
2. Tests: Physical

    Visual acuity and hearing tests were most important during the initial placement period. Of two hundred and ninety six adults given the Keystone Telebinocular Visual Screening test 37.8% failed at near point and at far point visual acuity. Many of the adults tested were unaware of these physical handicaps. They were pleased to have visual and hearing tests administered, particularly when the opportunity was provided for remediation and correction by medical specialists.

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[22] The 1966-1967 Three City Project involving action research with programmed and self-directed instructional materials has been described in two different monographs as follows:
(1) Learning Center Handbook: 1966-1967 prepared by the White Plains Adult Basic Education Learning Laboratory Staff
(2) Evaluation of New York State Adult Basic Education Centers: 1967 prepared by the Bureau of Basic Continuing Education of the New York State Education Department
The 1967-1968 action research project involving a machine systems approach of a total program for undereducated and underachieving adults in adult basic education, will be published soon by Educational Developmental Laboratories, Huntington, L.I., under the title of Evaluation of L-100 Program in Adult Basic Education, White Plains Adult Education Center: 1967-1968

3. Scheduling

   The flexibility of learning laboratory activities, hours of operation, etc. has made it possible to place under instruction all adults not available for regular classroom instruction. Students that attended laboratory instruction on certain days of the week and students that only attended for a limited time, during any part of the day or evening, were accommodated. Students in need of intensive corrective and remedial work were given an individualized program of instruction.

4. Seating and Equipment Arrangements

   a. Adults preferred working in individual carrels when working with programmed and self-directed materials and with individual machines

   b. Instructional materials and equipment were used most readily by adults when they were located as close as possible to their working stations

   c. Since most of their work was on an individualized basis, adults liked and enjoyed the freedom of moving in and out of the learning laboratory at their leisure

   d. Very few students wanted the learning laboratory to be more like a regular classroom.

5. Attendance

   Proportionately increased attendance patterns were evident. Sporadic attendance patterns appeared to be on the decline A definite increase in the number of students attending and entering day and evening classes was noted.

6. Effectiveness of Instructional Media (Programmed, Self-directed and Machine Oriented)

   a. The L - 100 multi-media, multi-modal, multi-level communication skills system proved to be more useful and effective in contrast to any of the media listed in the "Bibliography of Instructional Materials" being used in the learning laboratory. It provided a greater range and variety of skills and techniques in contrast to any set of programmed or self-directed materials for meeting the needs of adults

   b. Programmed and self-directed instructional materials have demonstrated vast improvement in attracting adults in contrast to traditional and conventional materials

   c. Combining all three types of instructional material in the laboratory has made it possible to reach every adult, regardless of his physical, cognitive, or associative deficiencies. The variety of materials and instructional techniques at different reading levels provided for individualization of instruction and learning.

d. Students have often expressed that the variety of media has given them a feeling of dignity and independence. Adults worked on their own and assumed responsibility for what they could accomplish. Thus, the students were intrinsically motivated. There was no fear of failure

e. All forms of instructional media tested appeared to be weak at the reading readiness levels up to the second and third grade. Most programs were not adult oriented at the beginning levels, further decreasing their effectiveness for undereducated and underachieving disadvantaged adults.

7. Graduates:

    a. Higher proportion of the population attained 8th Grade Equivalency Diplomas

    b. Increased numbers found employment or entered Manpower Development Training Programs or High School Equivalency Programs

    c. Graduates and currently attending students encouraged new comers to attend classes as a result of the positive image the instructional program.

8. Teachers:

    a. Permitted an exploration of techniques and tools for measuring teaching effectiveness

    b. Pre-service and in-service teacher training included multi-media instruction as an integral part of the training program.

9. Community:

    The learning laboratory has given increased status to adult basic education in the local community and area by attracting attention and serving as a magnet for adults.

APPENDIX

(The Contents of the Appendix is repeated for the convenience of the reader)

A Scale for Comparative Evaluation of Programmed Materials as an Aid to Selection for Purchase.........A-1 to A-7

Bibliography of Instructional Materials Used in Adult Basic Education Classrooms.........B-1 to B-11

Publisher's address, Title of materials, Grade level usage, and brief evaluation and description.

Bibliography of Instructional Materials Used in the Learning Laboratory.........B-12 to B-17

Instructional materials are listed by publisher's address, title of material, type of material; programmed, self-directed, instrument oriented, or traditional, Indication of approximate grade level as determined by the Learning Laboratory Staff.

Intake Summary Report Form for all New Adult Students.........C-1

Indicates information acquired when a new student enrolls.

Albany Registration Form for All New Adult Students.........C-2

Learning Laboratory Floor Plan.........D-1

Shows the location of carrels, tables, desks, shelves, bookcases, file cabinets, student folder storage bin of daily work, etc.

Learning Laboratory Carrel Specifications.........D-2

Design and Specifications of the Mobile Student Storage Bin.........D-3

Learning Laboratory Schedule of Instruction (Day and Evening Program) Used During Stage I.........E-1

Indicates teacher, grade level of each class, time for learning laboratory instruction, etc.

Learning Laboratory Schedule of Instruction (Day and Evening Program) Used During Stage II.........E-2

Stage I Organizational Flow Chart for Entire Adult Basic Education Program.........F-1

Stage II Organizational Flow Chart for Entire Adult Basic Education Program.........F-2

Job Description — Learning Laboratory Supervisor-Specialist.........F-3
— Learning Laboratory Assistant.........F-5
— Learning Laboratory Aide: Full time or Part time.........F-6
— Supervisor of Instruction.........F-7
— Adult Basic Education Classroom Teacher.........F-9
— Adult Basic Education Director.........F-10

Sample of Workshop Material Explaining the Instructional Process During Stage II.........G-1
— Reading Laboratory Flow Chart.........G-2
— Laboratory Schedule Flow Chart.........G-3
— Weekly Laboratory Plan for a Class.........G-4
— Chart Showing How Activities Completed by Each Student Are Recorded.........G-5

Glossary.........H-1

WHITE PLAINS ADULT EDUCATION CENTER
Rochambeau School
228 Fisher Avenue
White Plains, New York

A Scale for Comparative Evaluation of Programmed Materials as an Aid to Selection for Purchase

Prepared by: J. Kacandes
E. Lethbridge

The national focus on the "War on Poverty" has established that there is a clear relationship between the existing level of illiteracy and the minimal functioning and employability of substantial portions of our citizens. The infusion of federal, state and private funds into adult education programs has made possible substantial progress in the identification, recruitment and enrollment of disadvantaged adults. These adults are involved in educational experiences which are designed to provide compensatory education and training that enables them to become more effective and contributing individuals.

Experience has indicated that one of the challenges inherent in this kind of educational enterprise is the clear need for valid and appropriate instructional materials. The typical disadvantaged adult school population presents unique instruction needs. Based on their varied past educational and life experiences, this group has individual gaps in learning and academic skills, and scattered achievement in basic educational functioning. Effective instruction should be designed to provide for individualized need and simultaneously meet the wide range of achievement within the group. Programmed materials seem to represent a system which has, inherent in its design, the potential to meet these unique needs of the disadvantaged adult educational population to a more effective degree than conventional workbooks.

An increasing volume and variety of programmed media are being offered by commercial publishers as instructional systems for adult populations. Teachers, supervisors and administrators who have had little or no direct experience with these materials could hopefully make a more definitive and valid selection utilizing a set of criterion. A scale for the evaluation of programmed material could be of value in making comparative judgements about these new mediae prior to their final selection and use.

Programmed materials fall into two specific kinds, branching* and linear.** It is suggested that in selection of various publishers' products, care be exercised to insure that these two kinds not be combined when using this scale. Linear programs must be compared to each other; branching programs must also be grouped for comparison.

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*-Branching programmed materials - each successive step may contain more than two sentences or consist of several small paragraphs. Responses by student are given in sentences or through multiple choice selection. Student errors can be corrected by more questions of the same nature before returning to the original sequence or path.

**-Linear programmed materials - small successive steps requiring a single response to one or two sentences. Responses by student are simple - requiring a letter, word, phrase or drawing a line to the correct answer. If an error occurs, there is no opportunity to receive more practice by branching out into parallel areas.

Adult Basic Education classes usually range in academic achievement from total illiteracy through the eighth grade. This scale has been designed for the evaluation and selection of materials which are designed for use in grade levels 0 through 9th.

This rating scale provides a range of four possible responses for each item being evaluated:

1 = Poor
2 = Good
3 = Excellent
N.C.A. = Not considered applicable

If the answer to a question is "yes", then it must be evaluated in terms of 1-2-3. If the answer to a question is "no", then it cannot be evaluated and the symbol N.C.A. is to be used.

1 = Poor
2 = Good
3 = Excellent
N.C.A. = Not considered applicable

If the answer to a question is "yes", then it must be evaluated in terms of 1-2-3. If the answer to a question is "no", then it cannot be evaluated and the symbol N.C.A. is to be used

Programmed Materials Being Evaluated	A				B				C				
Item being evaluated	1	2	3	N.C.A.	1	2	3	N.C.A.	1	2	3	N.C.A.	
I. [illegible]aphic Presentation													
A. Is the size convenient for use													
B. Is the cover attractive													
C. Are symbols used to designate grade levels													
D. Does size of print provide good readability													
E. Is there dissimilarity of type used for emphasis													
F. Are illustrations well matched to words or concepts presented													
G. Is color used in illustrations													
H. Is shading used for reinforcement of illustrations													
I. Are illustrations appropriate to the experiential background of the disadvantaged adult													
J. Are illustrations representative of cultural and ethnic groups													

1 = Poor
2 = Good
3 = Excellent
N.C.A. = Not considered applicable

If the answer to a question is "yes", then it must be evaluated in terms of 1-2-3. If the answer to a question is "no", then it cannot be evaluated and the symbol N.C.A. is to be used

Programmed Materials Being Evaluated	A				B				C			
Item being evaluated	1	2	3	N.C.A.	1	2	3	N.C.A.	1	2	3	N.C.A.
II. Orientation to Learner												
A. Does the system provide a device for creating "readiness" for programmed material												
B. Is there a diagnostic test provided												
C. Is there a pre-test for each book												
D. Is there a post-test for each book												
E. Is there "ongoing" testing for progress in the book												
F. Are the directions for student use the same grade level as the content of the book												
G. Is the material adult oriented												
H. If the system was designed for child use, does it detract from adult appeal												
I. Is there a smooth transition from one grade level to the next												
III. Design of the Program												
A. Is the presentation to the student (frame) clear												
B. Is recording of student response uncomplicated												

1 = Poor
2 = Good
3 = Excellent
N.C.A. = Not considered applicable

If the answer to a question is "yes", then it must be evaluated in terms of 1-2-3. If the answer to a question is "no", then it cannot be evaluated and the symbol N.C.A. is to be used

Programmed materials Being Evaluated	A				B				C				
Item being evaluated	1	2	3	N.C.A.	1	2	3	N.C.A.	1	2	3	N.C.A.	
C. Will the student easily understand how he matches his answer to the expected response													
D. Is the sequence of presentation logical and clear													
E. If used, is the "word-illustration" relationship easily established by the student													
F. Is there more than one type of student response required within one level													
G. Do the initial student tasks start where he is capable of functioning with success													
H. Does student response involve actual writing of word(s) or is it limited to a checking system													
IV. Teacher Involvement													
A. Is teacher manual supplied													
B. Is teacher manual complicated													
C. Is teacher manual directly related to the sequence of the student book													
D. Does the teacher manual provide for pre-training experience for the student in programmed materials													

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2 = Good
3 = Excellent
N.C.A. = Not considered applicable

If the answer to a question is "yes", then it must be evaluated in terms of 1-2-3. If the answer to a question is "no", then it cannot be evaluated and the symbol N.C.A. is to be used

Programmed Materials Being Evaluated	A				B				C			
Item being evaluated	1	2	3	N.C.A.	1	2	3	N.C.A.	1	2	3	N.C.A.
E. To what degree does the teacher manual spell out the amount of "ongoing" teacher involvement												
F. To what degree does the teacher manual indicate the need for "ongoing" teacher involvement												
G. Does the teacher manual indicate how this programmed material may be related to other instructional media, textbooks, machines, etc.												
H. What amount of teacher study, of the manual and the materials, are required prior to teacher use												
V. Application to Related Activities												
A. Does it provide for class discussions												
B. Does it provide for class or student projects												
C. Does it provide homework												
D. Is there provision for skills to be extracted for reinforcement by teacher												
E. Is there provision for content to be extracted for reinforcement by teacher												

1 = Poor
2 = Good
3 = Excellent
N.C.A. = Not considered applicable

If the answer to a question is "yes", then it must be evaluated in terms of 1-2-3. If the answer to a question is "no", then it cannot be evaluated and the symbol N.C.A. is to be used

Programmed Materials Being Evaluated	A				B				C			
Item being evaluated	1	2	3	N.C.A.	1	2	3	N.C.A.	1	2	3	N.C.A.
Summary of Materials being Rated				A				B				C
Total Score												
Minus Total N.C.A. Points												
Total Adjusted Score												
Purchase Price per Book												

The highest adjusted score indicated the most suitable programmed material for your needs based on your evaluation of the various aspects contained in this scale. Cost of acquisition must be considered in the final selection. Thus we have grouped the two major items of total score and unit price so they may be considered together for final choice.

BIBLIOGRAPHY

10/14/68

Bibliography for Classroom Use

Allied Educational Council
P.O. Box 78, Galien, Michigan 49113

Mott Basic Language Skills 300 Gr. 0-3
Mott Basic Language Skills [illegible] Gr. 4-6
Mott Basic Language Skills 900 Gr. 7-9

This is a sequential program to teach spelling, reading, writing, comprehension, numbers and money through a phonics approach.

The Fitzhugh Plus Program

This series contains 3 workbooks in perceptual training and 5 in language and numbers. Recommended with slow learners.

Behavioral Research Laboratories
P.O. Box 577
Palo Alto, California 94302

Remedial Reading Preview Kit

Board of Education: Office of Publications
Room 136
110 Livingston Street
Brooklyn, New York 11201

Teaching Dialogue

Cambridge Book Company
Cambridge Building
Bronxville, New York

Modern Mathematics, 2

This book covers from simple arithmetic through some new math.

Reading for Comprehension 1
Reading for Comprehension 2

These books help to improve speed and comprehension with a wide range of reading passages. 7+

Better and Faster Reading

This book helps to improve basic vocabulary, spelling, grammar and comprehension. 7+

BIBLIOGRAPHY, (continued)

Basic Skills in Grammar 1
Basic Skills in Grammar 2

These are basic books in communication skills. 6+

Spelling

This is a basic guide to better spelling.

Increase Your Vocabulary, 1
Increase Your Vocabulary, 2

These books teach how to recognize words, use them and what they mean.

We Hold These Truths

American History told through many of the great documents of this country. 7+

Continental Press
Elizabethtown, Pennsylvania 17022

Mastering the Sentence Secondary Liquid Duplicators
Mastering Parts of Speech Secondary
Mastering Good Usage Secondary
Mastering Capitalization and Punctuation Secondary
Mastering Reading and Thinking Skills $1^1 - 6^2$
Mastering Crossword Puzzles 4
Mastering Library Skills Elementary
Mastering Maps of Western Hemisphere Elementary

Reading Exercises in Negro History

This book presents short biographical sketches of famous Negroes. The selections are followed by comprehension checks. 4

Doubleday & Company, Inc.
436 Fifth Avenue at 39th
New York City, New York

Food Becomes You

This book written in a common-sense, everyday manner is a good guide to good food and good health.

Follett
432 Park Avenue South
New York City, New York

Reading for a Purpose

Using the sight word approach, it develops basic reading skills. 0-6

BIBLIOGRAPHY (continued)

Figure It Out 1 & 2

The books cover the four arithmetic functions to percentages. 0-8

American History Study Lessons

The content is traditional covering education, immigration, foreign aid, atomic energy and foreign relations. 7-9

Study Lessons in Our Nation's History

From the birth of this nation to today's problems are covered in these lessons. 4-6

System for Success 1
System for Success 2

This program uses a phonics approach to build skill in reading, writing, spelling, arithmetic and English. 0-8

Hamilton-Hall Publications
P.O. Box 222
Glen Head, New York 11545

Secrets of Smart Drivers

This booklet gives tips on safe driving and common State laws. 5

Harper & Row Publications
Keystone Industrial Park
Scranton, Pennsylvania

English Skills and Drills 3-6

These workbooks provide development in all the communications area.

Building Better English 7
Building Better English 8

These books present a unified language arts approach which ensures total development of skills in speaking, listening, reading and writing.

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017

The Thomases Live Here

Comprehension and vocabulary are stressed in this book about a family living in the country. 5+

BIBLIOGRAPHY (continued)

Get Your Money's Worth

The problems of a consumer are covered by this story. 6-8

Measure, Cut and Sew

This book is good for social living skills area for interested students. Builds sewing vocabulary gradually. 4

Arithmetic

The book begins with reading and writing numerals through computations with fractions and decimals. Though the reading level is 5-6, the book can be used for beginners if directions are read.

Life With the Lucketts

This is the story of typical problems encountered in urban life and the way one family solves them.

American History

This book starts from discovery and brings us up to America today. There are maps, review activities, etc. 5-6

English
English II
English III

Basic instruction in American English is given. 5+

You and the Law

This book acquaints the student with his legal rights and responsibilities. 7-8

Learning to Read and Write

This book is a basic language skills textbook. 0-4

Laidlaw Bros.
36 Chatham Road
Summit, New Jersey 07901

Developing Reading Skills A-D

Though designed for children, the exercises are useful for adults to improve vocabulary and comprehension. Varied content. 4-8

The New Essentials of Everyday English 7

BIBLIOGRAPHY (*continued*)

The New Essentials of Everyday English 8

These books give complete coverage to the many phases of grammar, usage and mechanics of writing.

Lyons & Carnahan
407 East 25th Street
Chicago, Illinois

Phonics We Use A-G

1-6

Macmillan
60 Fifth Avenue
New York City, New York

English This Way 1-12

The books are designed for English as a second language students. 1-6 cover 3 years of English.

English 900

Basic sentences with substitute drills are used in this series for English as a second language students. The workbooks are programmed.

Collier-Macmillan English Readers

These are interesting stories followed by comprehension checks. 2-6

McGraw-Hill Book Company
Box 404
Highstown, New Jersey 08520

New Practice Readers A-G

Short selections are followed by vocabulary and comprehension exercises. Timed exercises are also included. 2-8

Step Up Your Reading Power A-E

This series provides good supplemental reading of high interest material for young adults aiming at improving comprehension skills. 3-8

Programmed Reading for Adults

This is a linear programmed series needing teacher direction for the first two books. 0-6

New Readers Press
Box 131
Syracuse, New York 13210

News for You

Current events in a newspaper format.
Level A 3-4
Level B 4-6

Noble and Noble
750 Third Avenue
New York City, New York 10017

Better Handwriting for You

Attractively done workbooks with an improved system for teaching writing. 1-8

How We Live

Stories are structured to improve . vocabulary. The book is especially good for English as a secong language students. 3-4

Live and Learn

This book acquaints the foreign-born with customs in the United States and introduces a basic vocabulary. 4-6

From Words to Stories

Simple English develops vocabulary through stories of everyday adult life. 2-3

Falcon Books:

Fail-Safe
I Always Wanted to be Somebody
A Tree Grows in Brooklyn
Karen

Your Family and Your Job

The Student develops comprehension and vocabulary by reading selections dealing with shopping and family life situations. 3-4

Penns Valley Publishers, Inc.
119½ South Fraser Street
State College, Pennsylvania

BIBLIOGRAHPY (continued)

The Multi-Level Speller

This book presents a balanced spelling program. 1-12

Popular Library Inc.
355 Lexington Avenue
New York City, New York

Webster's New World Dictionary

Portal Press
605 Third Avenue
New York City, New York 10016

Springboards

These reading selections of high interest have a controlled vocabulary and comprehension questions based on the reading. Areas covered are social studies, language arts, biography, science and fiction. 4-6

Prentice-Hall
Englewood Cliffs, New Jersey 17632

W.B. Smith's Be A Better Reader

Reader's Digest Services, Inc.
Education Division
Pleasantville, New York 10570

Reader's Digest Readings

English as a Second Language

These books (6) have interesting stories with comprehension checks. 5-8

Adult Readers

These books contain stories adapted from articles in Reader's Digest. 1-3

Reader's Digest Skill Builders

These contain stories of high interest level followed by comprehension checks. 4-6

Advanced Reading Skill Builders

These also contain stories of high interest level followed by comprehension checks. 7-8

BIBLIOGRAPHY (continued)

Regent's Publishing Co.
200 Park Avenue South
New York City, New York

Graded Exercises in English

This book is a basic grammar text in the English as a foreign language series.

Pronunciation Exercises in English

This is another book in the English as a foreign language series.

Beginning Lessons in English

This book centers on conversation and pronunciation with a minimum of grammar for English as a second language students.

Scholastic Magazine, Inc.
50 West 44th Street
New York City, New York 10036

Scope

This is a weekly of news and other features of high interest.

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

About You

This book gives information on social and personal growth.

Discovering Yourself

This book helps to develop the concept of self.

Special Service Supply
Box 705
Huntington, New York 12703

Fundamental Forms Skill Text

There are many forms in this book which deal with the business of every day living.

Job Application Skill Text

This book contains varying forms of actual job applications.

BIBLIOGRAPHY (continued)

Steck-Vaughn Co.
P.O. Box 20208
Austin, Texas 78767

I Want to Read and Write

This workbook deals with basic reading skills for beginning students. 1-3

Adult Reader

This book features a basic vocabulary of words most frequently used by adults. Review lessons, word studies, handwriting pages are included. 3-4

We Are What We Eat

This book provides reading material and instructional exercises about meal planning, etc. 3-4

My Country

Simple exercises and activities based on stories of our country and government present the basic reading skills. 3-4

They Served America

This book has stories of Great Americans: George Washington, George Washington Carver, etc.

They Work and Serve

The stories are about policemen, taxi drivers and others of the service industry.

Working with Numbers

Workbooks that provide for practice of concepts taught. 1-6

Holidays and History

All national holidays are explained with the history and origin woven in such a way as to make the readings enjoyable. 4-5

Activities for Reading Improvement - 1
Activities for Reading Improvement - 2
Activities for Reading Improvement - 3

These books cover five major areas of development: reading comprehension, skimming, following directions, vocabulary and word building, and reading for enjoyment. 6+

BIBLIOGRAPHY (continued)

Teachers College
Columbia University
New York City, New York

Reading Exercises - Gates-Peardon

Test Lessons in Reading Reasoning - McCall Smith

Three M Company
2501 Hudson Road
St. Paul, Minnesota 55119

Printed Originals

The Family
The Health and Happiness of the Family
Individual Health and Family Life
Marriage and the Family Responsibilities and Privileges

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

Our American Way of Life Book 1

This book used the sight method to teach reading. Problems of living are discussed. 1-3

Our United States

This book has some information on history, American life, and the government. 5

The Most For Their Money

Way of getting the most for your money are explored.

Understanding Life Insurance for the Family

University of the State of New York
The State Education Building
Albany, New York

Water Pollution

BIBLIOGRAPHY (continued)

Xerox
200 East 42nd Street
New York City, New York

The Way It Is

There are ten books of high interest level. 4-7

Institute of Life Insurance Educational Division
277 Park Avenue
New York, New York 10017

Making the Most of Your Money

This is a book containing a series of lessons in consumer education. 5+

Money Management Institute of
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

Mind Your Money Series

#1 When You Spend
#2 When You Shop
#3 When You Use Credit

3+

WHITE PLAINS ADULT EDUCATION CENTER
228 FISHER AVENUE, WHITE PLAINS, NEW YORK WH 8-3440

MULTI-MEDIA INSTRUCTIONAL EQUIPMENT BIBLIOGRAPHY

Publisher	Title of Material	Programmed	Self-Directed	Instrument Oriented	Regular	Approximate Grade Level
Addison-Wesley 2725 Sand Hill Road Menlo Park, California 94025	Reading Development Kits, A, B, C by Smith, Ceeslin, Ceeslin		x			2-8
American Book Company 55 Fifth Avenue New York, New York	Writing for Adults, Kittle Manuscript Writing		x x		x x	2-8
	Writing for Adults, Kittle Cursive Writing		x x		x x	0-4
Appleton-Century Croft, Inc. 440 Park Avenue, South New York, New York 10016	Programmed Vocabulary, Brown	x				5-9
	Improving Reading Ability By Stroud, Ammons & Bomman				x	7-10
Barnell, Loft. Ltd. Rockville Center Long Island, New York	Barnell, Loft Series					
	1. Locating the Answer		x			1-8
	2. Following Directions		x			1-8
	3. Using the Context		x			1-8
	4. Getting the Facts		x			1-8
	5. Working with Sounds		x			1-8
	6. Drawing Conclusions		x			1-8
Behavioral Research Laboratories Ladera Professional Center Box 577 Palo Alto, California	Book 1-18 Reading	x				0-6
	I. The complete "WHY WORK" Kit, audio tape and manuals		x	x		4-8
	1. Reading Readiness Series for Adults A-B C-D	x				0-2

BIBLIOGRAPHY, (continued)

Publisher	Title of Material	Programmed	Self-Directed	Instrument Oriented	Regular	Approximate Grade Level
Bell & Howell Company 7100 McCormick Road Chicago, Illinois	Language Master Series			x		1-10
California Test Bureau Del Monte Research Park Monterey, California	1. Reading Comprehension	x				3-7
	2. Following Directions	x				3-7
	3. Reference Skills	x				3-7
	4. Reading Interpretations	x				3-7
	5. English Language Sentence Patterns	x				3-7
	6. English Language Capitalization CD	x				3-7
	7. English Language Punctuation CD	x				3-7
Coronet Learning Program Coronet Building Chicago, Illinois	1. How to Improve your Reading	x				5-8
	2. David Discovers the Dictionary	x				5-8
	3. Figures of Speech	x				5-8
	4. Vocabulary Growth	x				5-8
	5. Your Study Skills	x				5-8
Craig Corporation 3410 So. La Cienega Blvd. Los Angeles, California 90016	Craig Reader Program			x		Basic Intermediate
Education Book Division Prentice-Hall, Inc. Englewood Cliffs, New Jersey	Be a Better Reader		x		x	5-10

Publisher	Title of Material	Programmed	Self-Directed	Instrument Oriented	Regular	Approximate Grade Level
Educational Developmental Laboratories Inc. Huntington, Long Island, New York	Learning 100 System-RA-EA Learning 100 - is a system of multi-sensory, auto-instructional machines and software for the development of communication, reading, and the language arts on the Adult Basic Education level of under-educated and disadvantaged adults. The total program provides opportunity for individualized, cluster, and group learning activities.	x	x	x	x	0-6
Encyclopedia Britannica Press, Inc. 425 No. Michigan Avenue Chicago, Illinois 60611	1. The Literature Sampler Junior Edition		x			3-6
	2. Literature Sampler Secondary Edition		x			5-10
Follett Publishing Co. 1010 W. Washington Blvd. Chicago, Illinois 60607	Individualized English, Set J	x	x			4-9
	1. Getting Started--Communications I				x	0-2
	2. On the Way--Communications II				x	2-4
	3. Full Speed Ahead--Communications III				x	4-6
Grolier Educational Corp. 845 - 3rd Avenue New York, New York 10022	Reading Attainment System		x			2-5

BIBLIOGRAPHY, (continued)

Publisher	Title of Material	Programmed	Self-Directed	Instrument Oriented	Regular	
Harcourt, Brace & World, Inc. 757-3rd Avenue New York, New York 10017	1. English 2200: A Programmed Course in Grammar and Usage	x				6-8
	2. English 3200: A Programmed Course in Grammar and Usage	x				8-12
D. C. Health & Company 475 South Dean Street Englewood, New Jersey 07631	Toward Reading Comprehension, by J. F. Sherbourne				x	7-10
Hobbs-Dorman Publisher 441 Lexington Avenue New York City, New York	How to Fill out Application Forms- A-B	x	x			3-10
Honor Products Company 22 Fulton Street Cambridge, Mass. 02138	1. Honor Teaching Machine	x		x		3-9
	2. Spelling Magic	x		x		3-9
	3. Fun with Words	x		x		3-9
	4. Building Words	x		x		3-9
	5. Persuasive Words	x		x		3-9
	6. Word Clues	x		x		3-9
J. B. Lippincott Company East Washington Square Philadelphia, Pennsylvania	Reading for Meaning Series Workbooks: Books 1-12		x			4-12
Macmillan Company 60 Fifth Avenue New York, New York	Learning how to Use the Dictionary	x				3-5
	Programmed English	x				5-8

BIBLIOGRAPHY, (continued)

Publisher	Title of Material	Programmed	Self-Directed	Instrument Oriented	Regular	Approximate Grade Level
McGraw-Hill Book Co. 330 W. 42nd Street New York, New York 10036	Programmed Reading for Adults: Books 1-12	x				0-6
Charles E. Merrill 1300 Alum Creek Drive Columbus, Ohio	Building Reading Power Kit	x				5-9
Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	1. Reading Laboratory Kit II-B		x			3-5
	2. Reading Laboratory Kit III-A		x			5-10
	3. Reading for Understanding Kit-Jr.		x			3-9
	4. Reading for Understanding Kit-General		x			5-12
	5. Better Reading Books 1-3		x	x	x	6-10
Scott-Foreman Company 1900 E. Lake Avenue Glanview, Illinois 60025	Reading Kit-Tactics I-II		x			6-10
Spencer International Press, Inc. 575 Lexington Avenue New York, New York	Modern English (100) Series—Spelling Rules	x				3-7
	Modern English (100) Series—Punctuation	x				3-7
Visual Products-3M St. Paul, Minnesota 55101	Phonics Series			x	x	0-4

BIBLIOGRAPHY, (continued)

Publisher	Title of Material	Programmed	Self-Directed	Instrument Oriented	Regular	Approximate Grade Level
G. G. Voith 4612 Club Circle Atlanta, Georgia	How to Study and Why: (A record)			x		3-7
Walker Educational Book Corp. 720-5th Avenue New York City, New York	"Comp-pack" - Composition Manuals to "Comp-pack" Transparencies			x		6-10
Webster Division McGraw-Hill Book Co. 330 West 42nd Street New York City, New York	"Step Up Your Reading Power" - Individual Card Program A-B-C-D-E		x			2-9
Webster Division McGraw-Hill Book Co. 1154 Reca Avenue St. Louis, Missouri	Conquests in Reading by Wm. Kettmeyer & Ware				x	0-7
Zaner-Bloser Company 612 North Park Street Columbus, Ohio 43715	1. Handwriting Filmstrips 901215			x		0-4
	2. Manuscript & Cursive Alphabet for Grade 4 "Peek Thru" 150208			x		0-4

WHITE PLAINS ADULT EDUCATION CENTER
ADULT BASIC EDUCATION

Intake Summary Report Form

1. ______________ Last Name ______ First ______ Teacher's Name ______ Level (Grade) ______ Date Enrolled

______ Intake Log #

2. Orthoscope............Glasses ☐ Yes ☐ No   Referred for Correction: ☐ Yes ☐ No

3. S.A.T. (Level ______ (Form ______   ______ W.M.   ______ P.M.   ______ Av. Rdg. // ______ A.C.   ______ Appln.   ______ Av. Math

4. Lab instr. level should be ______ Lower ______ Higher ______ Same ______ Other

5. Classroom instr. level should be ______ Lower ______ Higher ______ Same ______ Other

6. Based on above H.R., placement should now be ______ Lower ______ Higher ______ Same ______ Other

7. Change is desired
OR
No change is desired: ☐   ______ New Level ______ New Teacher ______ Room ______ New Grade Level

* * *

8. Guidance appraisal of adjustment ______________________

9. Reasons and discussion ______________________

____

10. Other pertinent comments relating to H.R. placement or enrollee's school adjustment ______________________

____

____
Guidance Signature and Date

Revised 9/4/68

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Basic Continuing Education
Albany, New York 12224

Adult Basic Education
REGISTRATION FORM

School District________________________________ Date______________19_____

Project No.________ Adult Education Act of 1966 ☐ Welfare Education Program ☐

This form should be filled out for each adult when he first registers in a basic education class. Please return to the Bureau of Basic Continuing Education.

Student's Name__________________________ Address__________________________

For machine tabulation, please circle the correct code for each question. When information is not attainable, circle the number before NR (no response).

Code	Age
506	15 - 19 yrs.
507	20 - 24 yrs.
508	25 - 29 yrs.
509	30 - 34 yrs.
510	35 - 39 yrs.
511	40 - 44 yrs.
512	45 - 49 yrs.
513	50 - 54 yrs.
514	55 - 59 yrs.
515	60+
516	NR

Code	Sex
521	Male
522	Female

Code	Citizenship
680	Native
681	Native-Puerto Rican
682	Naturalized
683	Alien
684	NR

Code	Race
641	White
642	Negro
643	Other

Code	Children at Home
600	None
601	One
602	Two
603	Three
604	Four
605	Five or more
606	NR

Code	Marital Status
622	Married and living w/spouse
623	Married and not living w/spouse
624	Single
625	NR

Code	Language Spoken
651	English
652	Spanish
653	Other
654	NR

Code	Formal Schooling
200	None
201	One
202	Two
203	Three
204	Four
205	Five
206	Six
207	Seven
208	Eight
209	Nine
210	Ten
211	Eleven
212	Twelve
213	Twelve+
214	NR

Code	Area where Schooling Completed
631	Northeast
632	Middle West
633	South
634	Far West
635	Puerto Rico
636	Other Country
637	NR

Code	Present Occup.
701	Housewife
702	Clerical
703	Farm Labor
704	Domestic
705	Sales
706	Service Trades
707	Skilled Labor
708	Semi-Skilled
709	Unskilled
710	Other
711	Unemployed
712	NR

At what type of work was he employed for the longest period of time? ______________

Was this student ever gainfully employed?

Code	
721	Yes
722	No
723	NR

If yes, circle year of most recent employ.

Code	
726	1968
727	1967
728	1966
729	1965
730	1964
731	1963
732	1962
733	1961
734	1960
735	1955 - 59
736	1950 - 54
737	Before 1950
738	NR

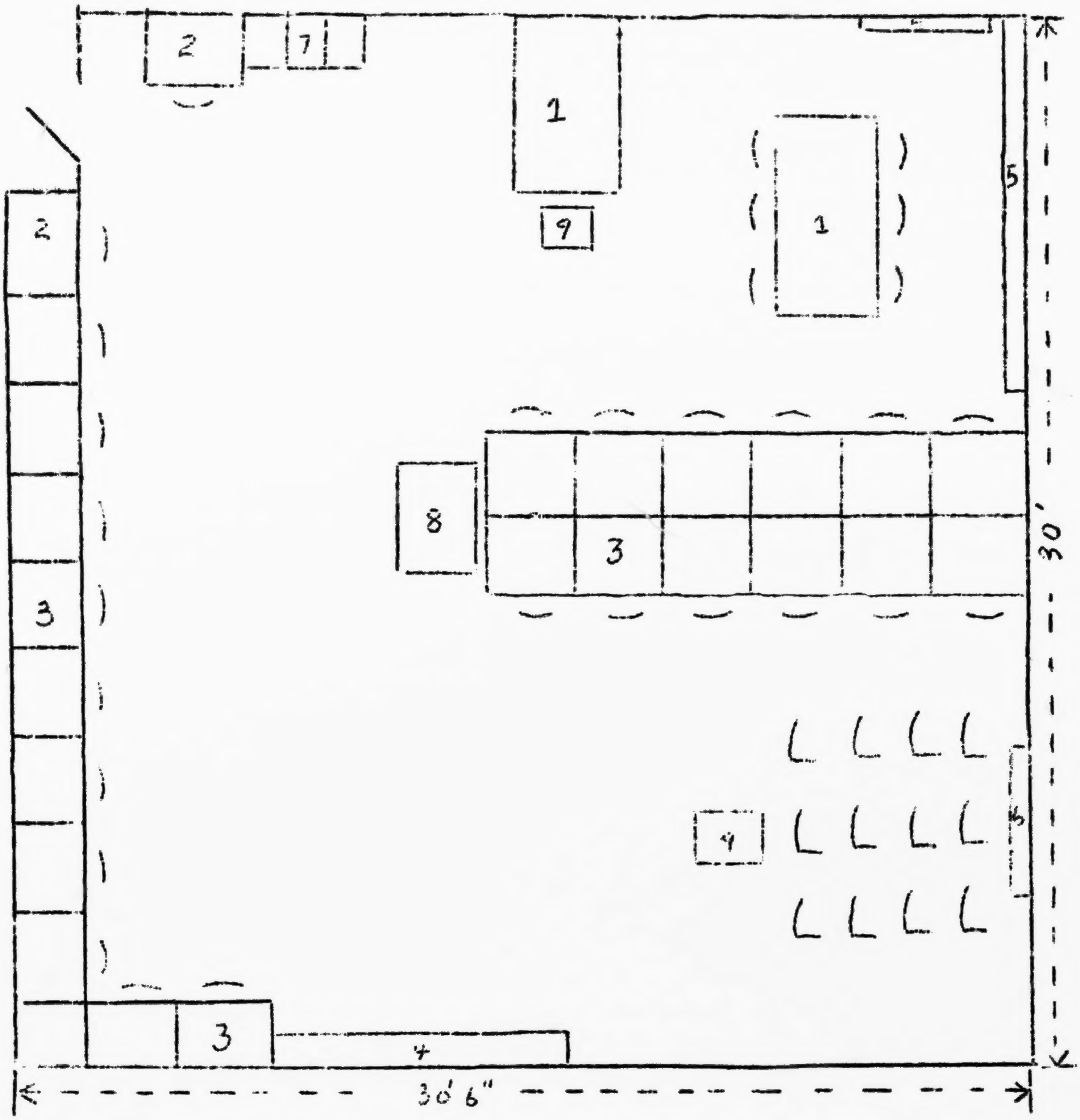
Public Assist. Category

Code	
671	ADC
672	HR
673	TADC
674	AD
675	Other
676	NR
677	Non-Welfare

Case No. _____

Instructional Level Assigned:	☐ Non-English	☐ Basic	☐ Primary	☐ Intermediate	☐ Upper
Code:	100	101	102	103	104

E-2


2
7
1
1
5
9
2
8
3
30'
3
9
6
3
4
30'6"

Legend

⌒ Folding Chair

⌒ Tablet Arm Chair

1 Tables

2 Desks

3 Carrels

4 Shelves

5 Bookcases

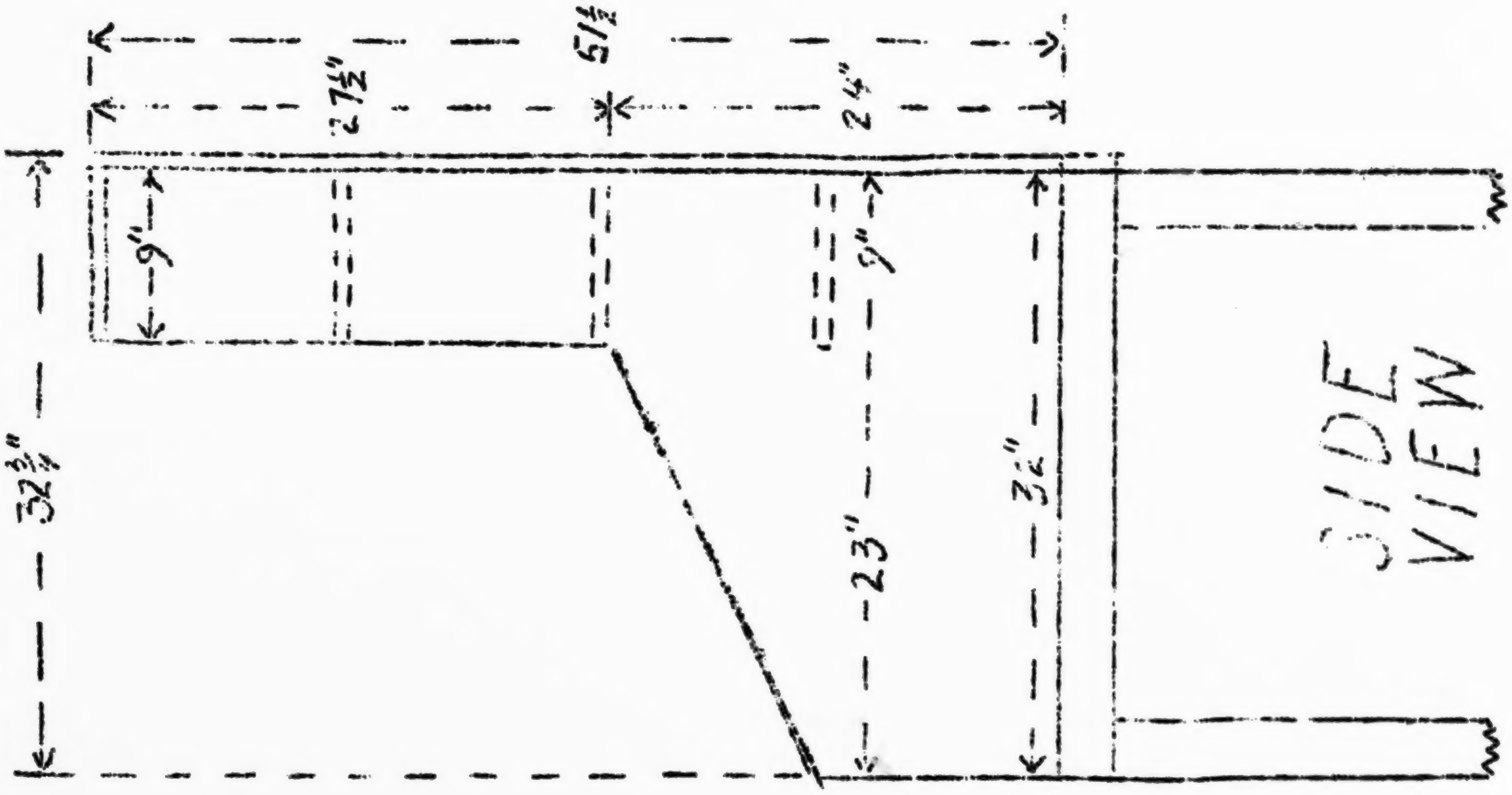
6 Screen

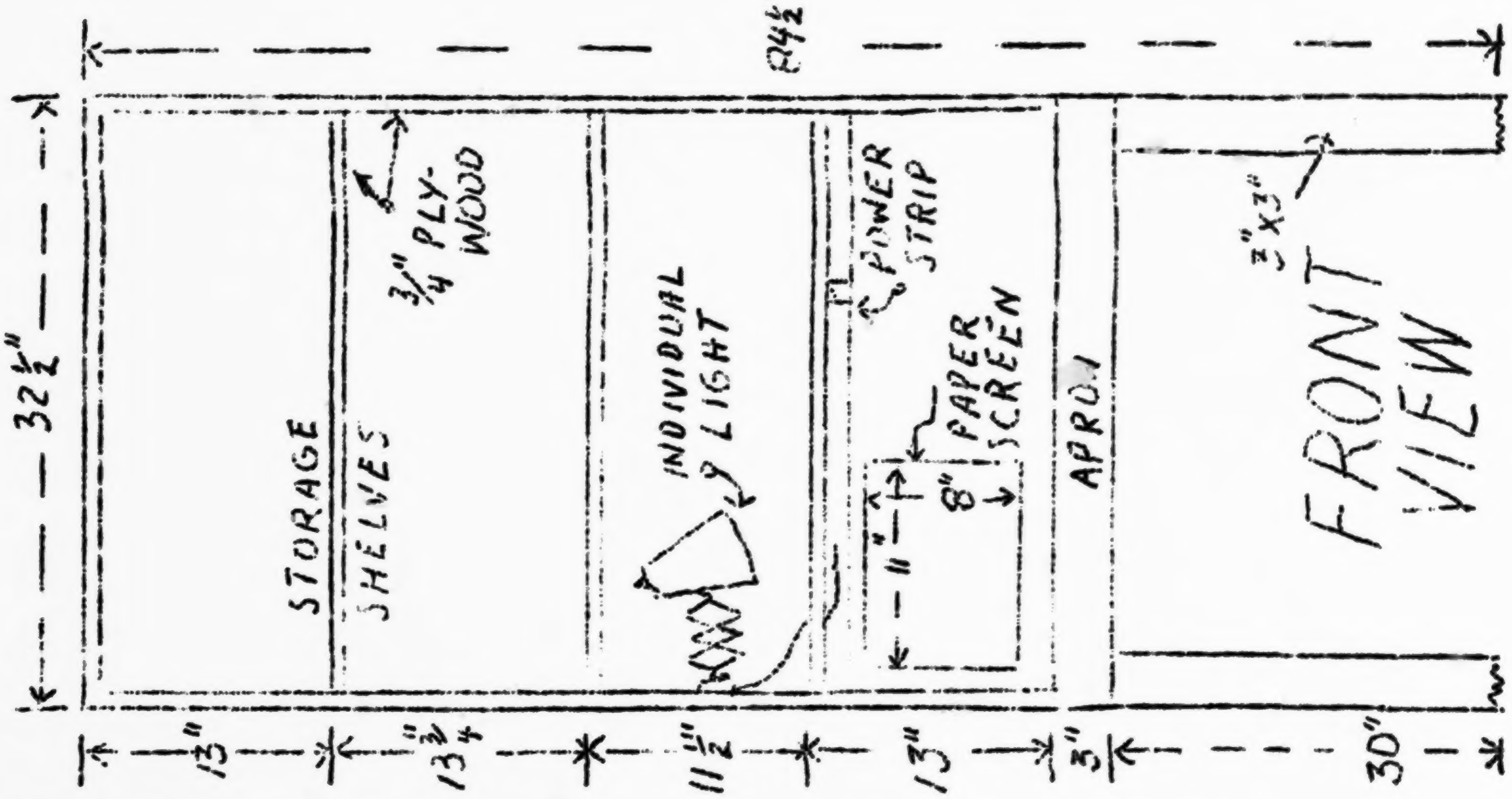
7 File Cabinets

8 Mobile Student Folder Storage Bin

9 Mobile Machine Cart

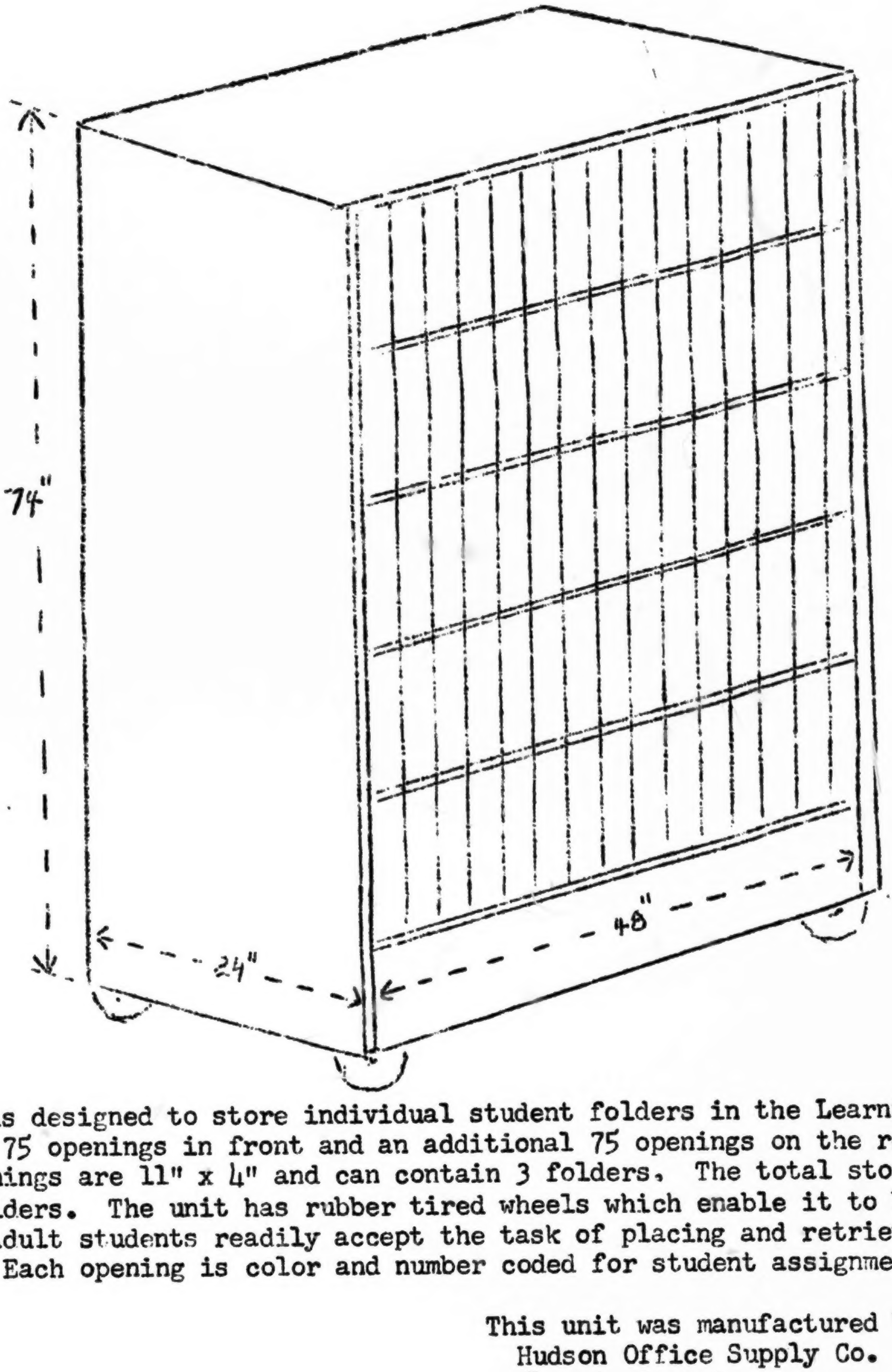
Learning Laboratory Carrel - Specifications


51½"
27½"
24"
9"
9"
32¾"
23"
32"
SIDE VIEW


84½"
32½"
¾" PLY-WOOD
STORAGE
SHELVES
INDIVIDUAL LIGHT
POWER STRIP
PAPER SCREEN
8"
11"
APRON
2"x3"
FRONT VIEW
13"
13¼"
11½"
13"
3"
30"

These carrels were made from old oak science tables. Local school carpenters completed them to the above specifications. Six carrel stations were made from table lengths of 16 feet. Four such tables provided the learning laboratory with 24 student stations. Electrical wiring permitted an individual lamp and an outlet for plugging-in of a number of small instruments for individual use.

Mobile Student Storage Bin



This bin is designed to store individual student folders in the Learning Laboratory. There are 75 openings in front and an additional 75 openings on the rear side. These openings are 11" x 4" and can contain 3 folders, The total storage capacity is 450 folders. The unit has rubber tired wheels which enable it to be reversed easily. Adult students readily accept the task of placing and retrieving their folders. Each opening is color and number coded for student assignment.

This unit was manufactured by
Hudson Office Supply Co.
54 Main Street
Tarrytown, N. Y. 10591

STAGE I

WHITE PLAINS ADULT EDUCATION CENTER
Adult Basic Education

LAB SCHEDULE

DAY - 9:30 - 2:00

			Level
Burchette	206	9:30 - 10:10	3-4
Jefferson	204	10:20 - 11:00	0-2
Giuliano	323	11:10 - 11:50	Non English
Capobianco	225	12:35 - 1:15	5-6
Hubbard	223	1:20 - 2:00	7+

NIGHT - 6:00 - 9:45

Nolan/Henderson	206	6:00 - 6:40	3-4
Slater	304	6:45 - 7:25	Special
Whigham/Giuliano	204	7:30 - 8:10	0-2
Tempesta/Tureaud	223	8:15 - 8:55	7+
Gaughran/Russo	225	9:00 - 9:40	5-6

Laboratory periods are 40 minutes.

Laboratory instruction consisted of programmed and self-directed materials. Very few machines were used.

The staff consisted of the Laboratory Specialist and Laboratory Aide. The classroom teacher attended the laboratory during the latter part of the period.

Students were assigned specific carrels to work in on an individual basis.

"Walk-ins" were accommodated for instruction for the duration of time they had available.

May, 1966

STAGE II

WHITE PLAINS ADULT EDUCATION CENTER
Adult Basic Education

LAB SCHEDULE

DAY - 9:30 - 2:00

			Level
Jefferson	225	12:30 - 2:00	2.0-3.4
Burchette	206	9:30 - 10:45	3.5-4.9
O'Ryan	323	9:30 - 10:45	Non English
Gips	224	10:45 - 12:00	5.0-6.5
Fagin	204	10:45 - 12:00	6.6+
Smith	324	12:30 - 1:30	Readiness
Gahagan	326	12:30 - 2:00	Remedial

NIGHT - 6:45 - 9:45

Whigham/Kurtz	107A	6:45 - 7:45	0-2.5
Greene/Nolan	206	6:45 - 7:45	2.5-3.9
Gaughran	204	8:45 - 9:45	4.0-6.0
Hubbard/Russo	223	8:45 - 9:45	6.1+
Brown/Shindelman	112	7:45 - 8:45	Remedial
McSweeney/Wenzel	323	7:45 - 8:45	Non English
Slater	323-Monday 204-Thursday	6:45 - 7:45 (M)	Special
Shindelman	Thursday	6:00 - 8:00	Speed Reading (H.S. Equivalency candidates, High School Graduates)
Shindelman	Thursday	8:00 - 10:00	College Graduates

Laboratory instruction consisted of programmed, self-directed, and machine oriented materials. Follow-up and enrichment activities were concluded in the classroom.

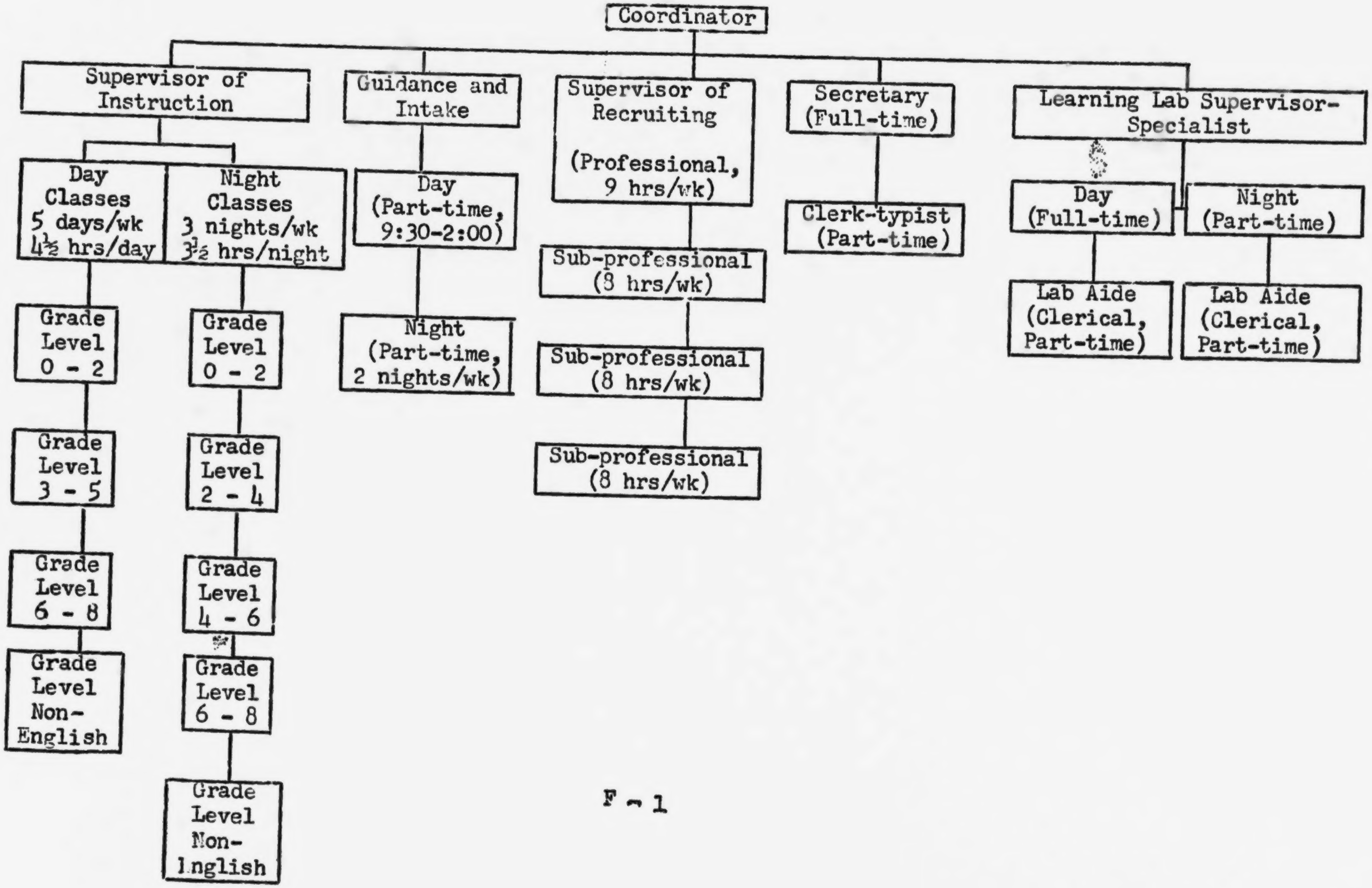
The Staff for each period in the laboratory consisted of the Laboratory Specialist, the classroom teacher, the Laboratory Aide and the secretary clerk.

Students were assigned into specific clusters where they worked on an individual or group basis.

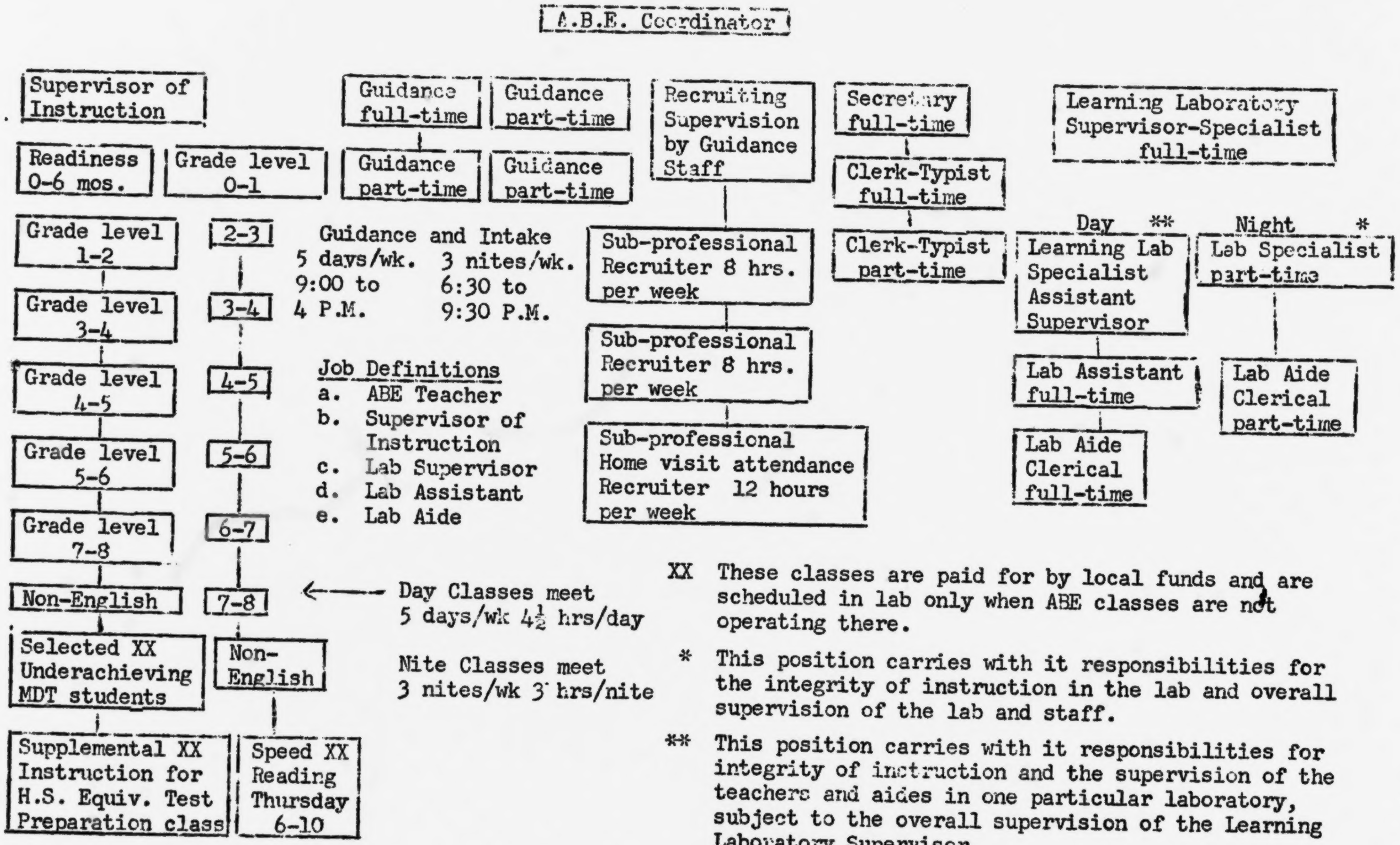
Class size averaged 12-16 students.

January, 1968

STAGE I
ORGANIZATIONAL FLOW CHART


Coordinator
Supervisor of Instruction
Day Classes 5 days/wk 4½ hrs/day
Night Classes 3 nights/wk 3½ hrs/night
Grade Level 0 - 2
Grade Level 3 - 5
Grade Level 6 - 8
Grade Level Non-English
Grade Level 0 - 2
Grade Level 2 - 4
Grade Level 4 - 6
Grade Level 6 - 8
Grade Level Non-English
Guidance and Intake
Day (Part-time, 9:30-2:00)
Night (Part-time, 2 nights/wk)
Supervisor of Recruiting (Professional, 9 hrs/wk)
Sub-professional (8 hrs/wk)
Sub-professional (8 hrs/wk)
Sub-professional (8 hrs/wk)
Secretary (Full-time)
Clerk-typist (Part-time)
Learning Lab Supervisor-Specialist
Day (Full-time)
Night (Part-time)
Lab Aide (Clerical, Part-time)
Lab Aide (Clerical, Part-time)

STAGE II
ORGANIZATIONAL FLOW CHART


A.B.E. Coordinator
Supervisor of Instruction
Readiness 0-6 mos.
Grade level 0-1
Grade level 1-2
2-3
Grade level 3-4
3-4
Grade level 4-5
4-5
Grade level 5-6
5-6
Grade level 7-8
6-7
Non-English
7-8
Selected XX Underachieving MDT students
Non-English
Supplemental XX Instruction for H.S. Equiv. Test Preparation class
Speed XX Reading Thursday 6-10
Guidance full-time
Guidance part-time
Guidance part-time
Guidance part-time
Recruiting Supervision by Guidance Staff
Sub-professional Recruiter 8 hrs. per week
Sub-professional Recruiter 8 hrs. per week
Sub-professional Home visit attendance Recruiter 12 hours per week
Secretary full-time
Clerk-Typist full-time
Clerk-Typist part-time
Learning Laboratory Supervisor-Specialist full-time
Day **
Learning Lab Specialist Assistant Supervisor
Lab Assistant full-time
Lab Aide Clerical full-time
Night *
Lab Specialist part-time
Lab Aide Clerical part-time

Guidance and Intake
5 days/wk. 9:00 to 4 P.M.
3 nites/wk. 6:30 to 9:30 P.M.

Job Definitions
a. ABE Teacher
b. Supervisor of Instruction
c. Lab Supervisor
d. Lab Assistant
e. Lab Aide

← Day Classes meet
5 days/wk $4\frac{1}{2}$ hrs/day

Nite Classes meet
3 nites/wk 3 hrs/nite

XX These classes are paid for by local funds and are scheduled in lab only when ABE classes are not operating there.

* This position carries with it responsibilities for the integrity of instruction in the lab and overall supervision of the lab and staff.

** This position carries with it responsibilities for integrity of instruction and the supervision of the teachers and aides in one particular laboratory, subject to the overall supervision of the Learning Laboratory Supervisor.

JOB DESCRIPTION - LEARNING LABORATORY SUPERVISOR-SPECIALIST

	Stage I	Stage II
I. General Responsibilities:		
A. Supervise the scope and content of instruction in the learning laboratory in such a manner that the staff and the teachers can realistically and comfortably accomplish the philosophic goals of the Adult Basic Education Program.	X	X
B. Prepare required summaries of data, evaluations and reports concerning the operation of the laboratory as required for internal local use or for the New York State Department of Basic Continuing Education.	X	X
C. Coordinate efforts and scheduling of learning experiences in the laboratory with other Adult Education Programs--Manpower Development Training, High School Equivalency, Neighborhood Youth Corps, etc.	X	X
II. Specific Responsibilities as Supervisor and Specialist of Instruction in the Learning Laboratory Center.		
A. In regard to students		
1. Supervise, assist and work with the student evaluation program consisting of intake, diagnosis, placement and visual screening.		X
2. Contribute toward the evolution of a format under which maximum student academic gain can be achieved in the laboratory setting using programmed, self-directed and machine oriented instructional materials.		X
3. Determine and arrange the most fruitful styles of instruction for students with specific needs and disabilities.	X	X
B. In regard to Classroom Teachers and Laboratory Staff		
1. Contribute and participate in teacher orientation and staff training experiences as scheduled.	X	X

JOB DESCRIPTION - LEARNING LABORATORY SUPERVISOR-SPECIALIST (Cont'd)

	Stage I	Stage II
II. Specific Responsibilities (continued)		
2. Supervise and conduct the training necessary for the laboratory staff for the maintenance of required student records, daily instructional logs; visual screening of students; intake; make-up, and 100-200 hour testing cycles; inventory of all materials and equipment in the laboratory, and guide lines as required.	X	X
3. Maintain a system of information as to the latest instructional media on the market aimed at undereducated and underachieving adults.	X	X
4. Provide opportunities for visitors interested in observing the operation of the learning laboratory.	X	X
5. Evaluate the effectiveness of programmed, self-directed and machine oriented instructional media.	X	X
6. Work closely with guidance counselors in regard to new student intake and placement procedures.	X	X
III. Job Prerequisites		
A. B.A. or M.A. Degree with a major in reading, English, English as a second language or linguistics.	X	
B. Field or clinical experiences, on the M.A. or graduate level, in a program utilizing programmed, self-directed and auto-instructional multi-media machines.	X	X
C. Field work on courses in principles of tests and measurements as applied to intelligence, aptitude, achievement and reading areas.		X
D. Experiences in teaching reading, language arts, or Adult Basic Education.		X

JOB DESCRIPTION - LEARNING LABORATORY ASSISTANT

	Stage I	Stage II
I. General Responsibility		
A. Under the supervision of the Learning Lab Supervisor, work directly with the students and teachers in the Laboratory.		X
II. Specific Responsibilities		
A. Become familiar with the content of instructional materials and the use of machines and equipment. Be familiar with the manuals for each of the instructional media in use.		X
B. The capacity to communicate effectively with learners.		X
C. Respond to questions from the students concerning their adjustment to the materials and in consultation with the Learning Laboratory Supervisor; provide substitute materials appropriate to individual needs.		X
D. Provide readily and expeditiously the Lab Supervisor with any materials and equipment requested.		X
E. Assist teachers with the location of materials and equipment.		X
F. Assist with the supervision and administration of tests.		X
G. Assist with the maintenance and upgrading of complex records and files.		X
III. Requirements		
A. B.A. or B.S. Degree.		X
B. The capacity to communicate effectively with learners.		X

JOB DEFINITION - LEARNING LABORATORY AIDE - FULL TIME - PART TIME

	Stage I	Stage II
I. General Responsibility		
A. To assist the Learning Laboratory Specialist in the operation of the facility.	X	X
II. Specific Responsibilities		
A. Score, administer, and record tests.	X	X
B. Check physical conditions in the Center.	X	X
C. Maintain a system for storing and classifying instructional materials.	X	X
D. Handle record keeping, correspondence and requisitions.	X	X
E. Maintain a system for students to keep their daily work folders.	X	X
III. Job Requirements		
A. Ability to communicate with general student population comprised primarily of under-educated adults.	X	X
B. Capacity to handle confidential data with tack and discretion.	X	X
C. Ability to carry out the job role with occasional supervision.	X	X
D. The ability to type with accuracy, speed not essential.	X	X
E. To maintain complex record systems.	X	X
F. A high school graduate.	X	X
G. Assist in the completion of the "Intake Summary Report Form"* in regards to the administration of the following tests	X	X
(1) Orthoscope visual accuracy test		X
(2) Achievement tests	X	X
(3) Additional tests if needed		X

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*See Appendix & Staff - Intake Summary

JOB DEFINITION - SUPERVISOR OF INSTRUCTION

		Stage I	Stage II
I.	General Responsibility		
A.	To maintain the highest quality of instruction.	X	X
II.	Specific Responsibilities		
A.	Selection, distribution and introduction of instructional materials and equipment to teachers.	X	X
B.	Consult with A.B.E. Coordinator and Guidance Staff on the procedures which make provision for individual differences in learning rates by selective class placement and teacher orientation.	X	X
C.	Provide for teacher training in both small groups and in seminars.	X	X
D.	Guide teachers in the utilization of effective classroom management techniques.	X	X
E.	Provide to all teachers assistance in becoming familiar with the contents of, and the value of teaching from the Curricular Guides as they become available.	X	X
F.	Consult with teacher on choices of newly available instructional materials and implement the acquisition thereof.	X	X
G.	Follow through with teachers on the various requests for information on attendance, test schedules and pupil information.	X	X
H.	Orientation of new and substitute teachers.	X	X
I.	Utilizing demonstration techniques: assist teachers in the grouping of students to adapt to new entrants and changing needs of existing students.	X	X
J.	Scheduling of assemblies, trips, guest speakers and social affairs.	X	X
III.	Job Requirements		
A.	B.A. Degree.	X	X
B.	Graduate courses towards M.A. in elementary	X	X

JOB DEFINITION - SUPERVISOR OF INSTRUCTION (Cont'd)

	Stage I	Stage II
education, adult education or preferably reading.		
C. Certification in Adult Education	X	X
D. License in common branches or remedial reading.	X	X

JOB DEFINITION FOR ADULT BASIC EDUCATION
CLASSROOM TEACHER

		Stage I	Stage II
I.	General Responsibilities		
A.	To maintain a high quality of instruction.	X	X
B.	To keep up-to-date all attendance records and student record file.	X	X
C.	To utilize the experiences gained in the learning laboratory center with programmed and self-directed materials in the areas of reading with the arithmetic, social living skills and language arts skills of the individual student.	X	X
D.	To maintain lesson plans for all areas of instruction.	X	X
E.	To provide the best climate possible for the periodic two-hundred hour testing cycles. Remind those absent for the test to report to the learning laboratory for make-up testing. Review test result with pupils in order to maintain an attitude of encouragement and desire to improve.	X	X
II.	Specific Responsibilities		
A.	Plan the instructional schedule for each individual student, that is, on a daily and on-going basis, meshing the classroom and the learning laboratory instruction.	X	X
B.	Plan the instructional schedule so that maximum individualized or small cluster grouping instruction can take place with the learning laboratory and the classroom.	X	X
C.	Plan enrichment activities necessary for the individual and the cluster group within which he/she is operating in the classroom or the learning laboratory. Seek the assistance of the Instructional Supervisor and the Learning Laboratory Supervisor-Specialist.	X	X
D.	Plan the evaluation and progress of each individual student with the Learning Laboratory Supervisor-Specialist in regard to programmed and self-directed media.	X	X

JOB DEFINITION FOR ADULT BASIC EDUCATION CLASSROOM TEACHER

	Stage I	Stage II
II. Specific Responsibilities (continued)		
E. Become thoroughly familiar with the use of programmed and self-directed materials while working with the Learning Laboratory Staff.	X	X
F. Introduce each new student to the Learning Laboratory Supervisor-Specialist and Learning Laboratory Aide so that they may prepare for the student the appropriate instructional materials and folders.	X	X
G. Inform the Learning Laboratory Staff of any students that have transferred or have departed from our program.	X	X
H. Become thoroughly familiar with the use of all machines.		X
III. Job Requirements		
A. B.A. Degree in education.	X	X
B. License or teaching experiences in common branches.	X	X
C. Certification in Adult Education.	X	X

JOB DEFINITION - COORDINATOR OF ADULT BASIC EDUCATION
ASSISTANT DIRECTOR OF ADULT EDUCATION

Overview of the Existing Program

This program is designed to provide an educational environment in which any adult age 16 or over can attend evening or day classes to upgrade his reading, writing, and arithmetic competency to the 8th grade level.

There are currently in operation seven day classes and twelve evening classes in Adult Basic Education. There are two additional classes which provide education beyond 8th grade, a high school preparation class for inmates at Westchester County Penitentiary, and a vocational training class. These classes are located in two separate locations in the community and are staffed with a total of 23 classroom teachers. The supervisory and supportive professional staff numbers three at the penitentiary, and five at Rochambeau, one chief recruiter supervisor, four nonprofessional recruiters; all of these positions are part-time. The clerical load is performed by two full-time secretaries and two part-time clerk-typists.

In each class there are approximately 20 students enrolled at any one time, with an average daily attendance of 13. Therefore, the entire program has regularly under instruction an average of 290 students. The two learning laboratories have a staff of two full-time and two part-time professionals and three full-time teacher assistants and one full-time teacher-aide.

Developmental Responsibilities

Establish and maintain the philosophical goals of the program. Develop relationships with various agencies and community groups. Establish ongoing activities which effectively project the image of an educational program of value. Develop and maintain a flexible out-reach into the sections of the community where potential students are located. Establish lines of communication within the public schools of the city, so referral of students is implemented.

Prepare the twenty-four separate budgets required to fund all phases of the program in one calendar year. Secure the approval of these budgets by the various authorities required. Conduct interviews and make recommendations for employment of the required numbers and kinds of teachers for the classes. Supervise the ordering of the required instructional equipment and instructional supplies and supervise their distribution. Investigate the current number of students, both welfare and non-welfare, to insure that it is sufficient in number and designation to meet budgetary quotas. Meet with various educational representatives and agency staff in the planning of new classes or projects.

Operational Responsibilities

Organize the classes so as to provide proper ability groupings. Train and orient new teachers, and provide for an ongoing series of experiences for the improvement of instruction for the teachers. Provide for graduation exercises and promotional sequences within the classes. Evaluate the quality of instruction and provide assistance in classroom management techniques where indicated. Hold regular (three per week) faculty meetings to insure a good degree of communication between administration and teachers.

Select, staff, train, and regularly supervise a recruiting staff, a guidance staff, and a testing staff. Supervise the attendance procedures and evaluate all attendance and test records when completed. Evaluate prior to transmittal, all reports and records prepared by staff required for the operation of the classes and the budgets. Prepare a variety of progress reports and summaries as required. Supervise the various research projects which are operative to insure that they fulfill the objectives for which they were funded.

Supervise the examination of new techniques, materials, and instructional practices and the selection and implementation of the desirable ones. Delegate the compilation of payroll records and preparation of payroll for typing. Supervise the implementation of all suggested requirements issued as regulations for the program from the office of Basic Continuing Education, and Local Board Policy. Attend meetings, conferences, and training sessions as required.

TASK DESCRIPTION

PHASE I

A. Specialist will make 3 cluster groups based on test scores and teacher's recommendation.

B. Specialist will plan cycles for each group on a plan sheet and give this to the teacher at the beginning of each week. Plans will be made in duplicate - one for teacher and one for Lab.

C. Teacher seeing plan for entire week can use cycle lesson plans to see content of lessons and thus correlate related activities in the classroom for that planned week.

D. Related materials could be the following:
   1. Introduction of vocabulary.
   2. Quizzes on laboratory material covered.
   3. Reinforcement of skills that were difficult to grasp.
   4. Extension and further use of skills used in laboratory.

E. Laboratory Assistant will check laboratory copy of class lessons and proceed to gather all materials for each class before the class arrives. She will place these materials on a cart marked with 3 spaces. Each space marked with a group number (I, II, III).

F. Laboratory Assistant hold 10 minute warm-up at start of period.

G. Specialist will form clusters of groups and use Assistant and Student Monitors to set up stations.

H. Teacher arrives 20 minutes after period has started and proceeds to conduct rest of laboratory period. Criteria for initial grouping:

Group I - high score - paragraph meaning
low score - word meaning

Group II - low score paragraph meaning
high score - word meaning

Group III - little disparity between level of paragraph and word meaning.

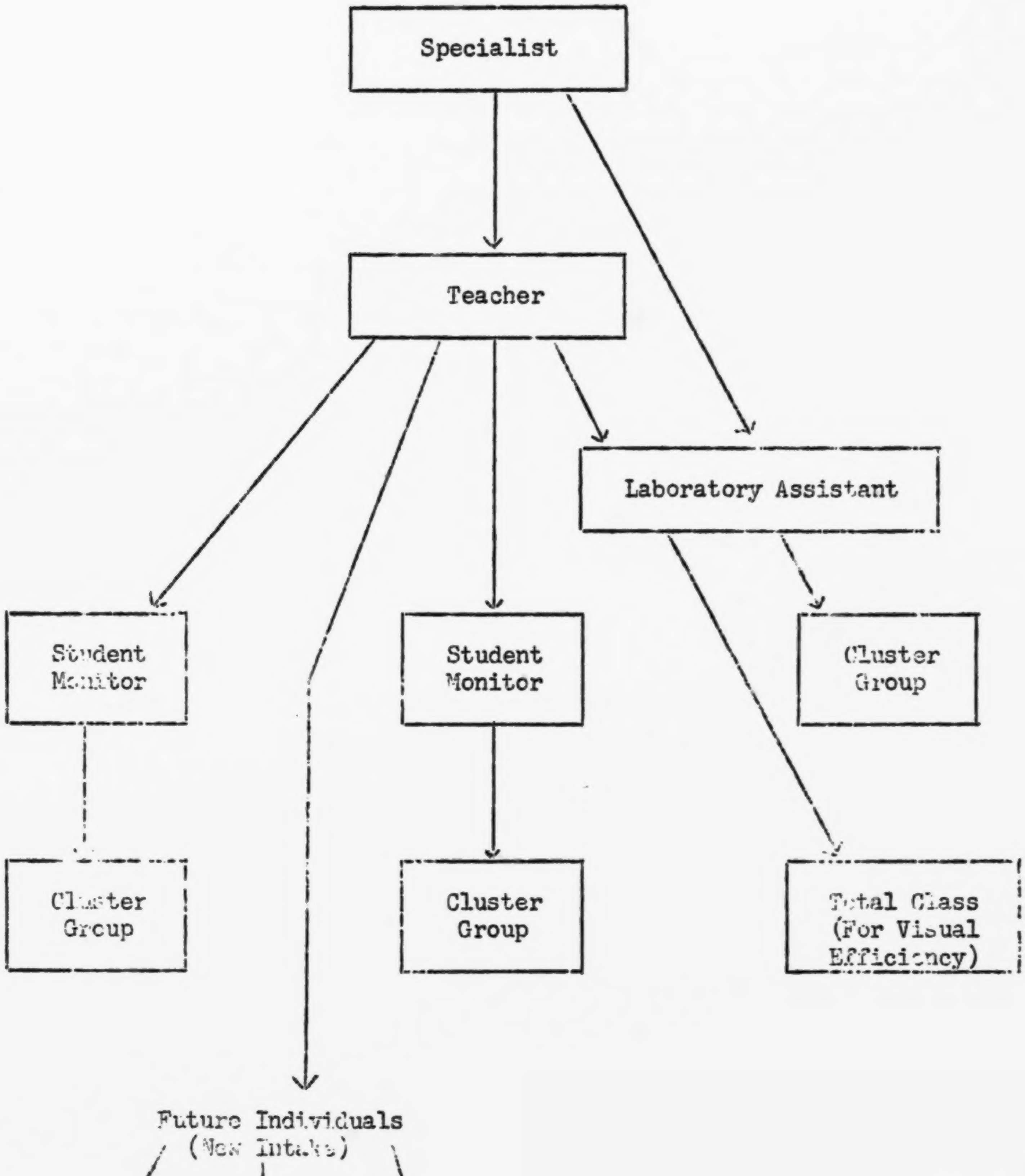
PHASE II

A. Once grouping has been established, specialist will keep charts in an 8 x 10 roll book of each students' day by day work.

B. The specialist at this point will begin to diagnose particular reading problems in each class. First working with those with the greatest disparity in test scores and using student grid to see what work student is lacking.

Specialist will decide either to do further diagnostic testing of individual or plan a course of study from data already accumulated.

READING LABORATORY FLOW CHART


Specialist
Teacher
Laboratory Assistant
Student Monitor
Student Monitor
Cluster Group
Cluster Group
Cluster Group
Cluster Group
Total Class (For Visual Efficiency)
Future Individuals (New Intake)

LABORATORY SCHEDULE FLOW CHART

TIME	UNDER DIRECTION OF	ACTIVITY
Start of Period 10 Minutes	Lab Assistant	Visual Efficiency Warm-up
5 Minutes	Specialist	Arrangement of Grouping
35 Minutes 5 Minutes	Teacher Teacher-Specialist	Cluster Activities Evaluation
5 Minutes	Assistant	Clean-up

TOTAL TIME: 60 Minutes

WEEKLY LAB PLAN FOR A CLASS

Days of Week	GROUP I	GROUP II	GROUP III
Monday	15 Minutes ← CA-1 - Aud-X Story Word Study (Assistant Teacher)	Entire class warm-up → Tach-X - CA-15 Controlled Reader CA-15 (Teacher)	(A) Study Skills Library (DA-Group) (Student Monitor)
Tuesday	← Tach-X - CA-1 Controlled Reader CA-1 (Teacher)	15 Minute Warm-up → CA-15 Go (tape record) (Monitor)	DA-1 Listen (Assistant)
Wednesday	← Go - CA-1 tape branch: Spelling Kit R.F.U. (Monitor) ←-----→	15 Minute Warm-up → Aud-X CA-16 Story Word Study (Assistant)	Tach-X DA-1 Controlled Reader DA-1 (Teacher)
Thursday	← Aud-X CA-2 Story Word Study (Assistant)	15 Minute Warm-up → Tach-X - CA-16 Controlled Reader CA-16 (Teacher)	DA-1 - Go branch: R.F.U. Why Work (Monitor)
Friday	← Tach-X CA-2 Controlled Reader CA-2 (Teacher)	15 Minute Warm-up → Go - CA-16 branch: Reading Attainment R.F.U. (Monitor) ←----	DEFA-Word Analysis #1 (Cycle 2) (Assistant)

RECORDING ACTIVITIES COMPLETED BY EACH STUDENT AS PART OF CLUSTER GROUP ACTIVITY

GROUP I	DA-1 - Listen	DA-1 - Tach-X	DA-1 - Controlled Reader	DA-1 - Go	Vocabulary Book B		Study Skills	DA-2 - Tach-X	DA-2 - Controlled Reader	DA-2 - Go	Vocabulary Book B		
	M	T	W	T	F		M	T	W	T	F		M
Sally A.	*	*	*	*	*		*	*	*	*	*		
Bill B.	*	*	*	*	*		*	*					
Carl C.	*	*	*	*									
Jane D.	*	*	*	*	*		*	*	*	*	*		
Mary E.	*	*	*	*	*		*	*	*	*	*		
Joe F.	*	*	*	*	*		*	*	*	*	*		

GROUP II	R.F.U.	CA-30 - Aud-X Study	CA-30 - Word Study	Reading Attainment	DA-1 - Listen		DA-1 - Tach-X	DA-1 Controlled Reader	DA-1 - Go	DEFA #1 (Word Analysis(	DA-2 - Tach-X		DA-2 - Controlled Reader
	M	T	W	T	F		M	T	W	T	F		M
Bill G.	*	*	*	*	*		*	*	*	*	*		*
Mary H.	*	*	*	*	*		*	*	*	*	*		*
Mike I.	*	*											
Harry J.	*	*	*	*	*		*	*	*	*	*		*
Louise K.	*	*	*	*	*		*	*	*	*	*		*
Jane L.	*	*	*	*	*								

GROUP III	CA-30 - Controlled Reader	CA-30 - Go	DA-1 - Listen	DA-1 - Tach-X	DA-1 - Controlled Reader		DA-1 - Go	Choice	DA-2 - Tach-X	DA-2 - Controlled Reader	DA-2 - Go		DA-2 - Listen
	M	T	W	T	F		M	T	W	T	F		M
Bill M.	*	*	*	*	*		*	*	*	*	*		*
John N.	*	*	*	*	*		*	*	*	*	*		*
Joe O.	*	*	*	*	*		*	*	*				
Frank P.	*	*	*										
Mary Q.	*	*	*	*	*		*						

* Indicates the days of the week the student attended and the type of work he completed. The student has in his folder a record of his work along with the degree of success with which he completed it.

GLOSSARY

ACTION RESEARCH

Experimental research being conducted without interrupting classroom instruction and controlling fully for all variables.

ADULT BASIC EDUCATION

1. Students who are 16 years of age or over and not attending a regular day school in public education.
2. Minimum education: from illiteracy to eighth grade.
3. Schedule of classes: Day program, five days a week
   9:00 A.M. to 2:00 P.M.
   Evening program, three nights a week
   6:45 P.M. to 9:45 P.M.
4. Diplomas awarded:
   8th grade - New York State Minimum Competency Exam
   Reading and Arithmetic
   6th grade - S.A.T. 6th grade Reading

BUREAU OF BASIC CONTINUING EDUCATION OF THE NEW YORK STATE EDUCATION DEPARTMENT

1. Chief source of funding for adult basic education classes.
2. Original source of funding for the learning laboratories in New York State.
3. Source of general curriculum planning for literacy, arithmetic, and social living skills for adult basic education classes.
4. Conducts periodic workshops and in-service training throughout the State of New York.
5. Collects data pertaining to demographic characteristics of adult basic education students and standardized test scores in reading and arithmetic.

INSTRUCTIONAL MATERIALS

A. Programmed
   1. Based on Skinner's original work at Harvard University in breaking down the learning sequence into precise steps (frames) whereby the learner can receive immediate feedback as to the outcome of his choice.
   2. The answer to a frame may be on the same page or on the next page for immediate feedback.
   3. Programmed materials are generally speaking divided into "branching" or "linear" sequence. In branching material, the student has an opportunity to work on reinforcement and remediation through a series of learning steps. Linear programming does not provide remediation through a series of "branching" activities.
   4. Programmed material generally comes in soft book form. However, it can be in kit form or attached to a particular machine.
   5. Usually at the conclusion of a lesson or a unit there is an evaluation test measuring individual student progress. Placement tests are most common in programmed material.

6. Students can work individually at their own level of proficiency, at their own rate of speed, with a minimum of teacher assistance. The teacher is free to plan the learning sequences, evaluate progress made, and offer individual pupil assistance without involving any other student.

INSTRUCTIONAL MATERIALS

B. Self-directed
   1. General learning sequences for specific type of work explified by the Science Research Associate's kits with individual cards as lessons.
   2. The answers are usually enclosed on strips of cardboard or in a small booklet within the kit whereby students can check their answers after completing.a particular exercise.
   3. The feedback is usually more delayed than the programmed materials provide. Students can work independently at their own level of proficiency, at their own rate of speed and with minimum of teacher assistance.
   4. The teacher can place each student at his own level with the aid of placement tests and evaluate his progress after a specific number of lessons.
   5. The work can be individualized or set-up with a small cluster of students working on the same level of materials. The teacher has the opportunity to reach each student and assist him with individual tasks.

INSTRUCTIONAL MATERIALS

C. Systems Approach
   1. A total systems approach of instructional materials would include programmed, self-directed and auto-instructional visual aid machines at several instructional levels.
   2. The White Plains Adult Basic Education Learning Laboratory adopted the Educational Developmental Laboratories' "L-100" Program. It provides independent, small group and instructor guided activities with the use of a wide range of machines, such as, controlled reader, tachistoscope, aud-x, flash-x and tape recorders.
   3. The software components consist of programmed, self-directed and traditional materials. Some of the work can be individualized or set-up with small clusters of students.
   4. A specific sequence in the various software and machines is developed at each level from which students can begin and progress upward at their own rate. The students have every opportunity to respond to a variety of learning modes and to control their learning environment by direct manipulation of machines and software.
   5. Feedback varies from material to material within the total systems approach. The student has a chance to indicate many different learning behaviors.

LEARNING LABORATORY (p. 2) (p. 22)

A. Definition (see p. 2)

B. Goals (see pgs. 22-23)

TYPES OF INSTRUCTION

A. Stage I: Programmed and Self-Directed Instructional Materials

Consists of instruction for all adult basic education classes rotated through a laboratory setting which provides for the student individualized selection of, introduction of the utilization of, and ongoing supportive supervision in the use of programmed and self-directed materials. This system provides each student with individualized instruction at his success performance level on a daily basis for approximately one hour each day in addition to his regular classroom instruction.

TYPES OF INSTRUCTION

B. Stage II: Total Systems Approach with Audio-Visual Instrumentation and Software

Consists of individual, small group, (cluster) and occasional large group instruction in utilizing audio-visual instrumentation and softwares, in a laboratory setting. This system provides each student with individualized multi-media instruction at his success level while in the laboratory on a one hour a day basis. This instruction is supplemented with the use of software in the classroom which re-inforces and enriches the instruction received in the laboratory.

TYPES OF INSTRUCTION

C. Additional Possible Stages:

1. Utilizing the same format of rotating classes into the laboratory setting, the students could be offered a combination of Stages I and II. This style of instruction would utilize to maximum all of the multi-media contained in the laboratory. With selective use of specific media, specific gaps in learnings of individual and clusters of students can be offered as need is determined.
2. A remedial program of instruction can be offered to a specific class utilizing the expertise of the learning laboratory staff in providing a detailed analysis of reading disabilities for all adults in any class. These students would receive a specialized series of machine and software experiences specifically tailored to their individual needs.

3. Provision could be made for the "walk-in adult" who does not have the available time to attend either the regular day or evening adult basic education classes. The instruction for these students would be provided in the carrels on an individualized basis during the time that the laboratory is open.
4. The content of the instruction would include programmed, self-directed and individualized machine instruction. They would be trained and oriented in the use of all media.
5. Educators in adult basic education, undertaking to establish a learning laboratory, need to understand the intricacies of moving from Stage I to Stage II. Orderly transition depends on:

    (1) the expertise of the laboratory staff with the media to be used.
    (2) the ability to manage the media to the needs of the students.
    (3) the amount of orientation and training classroom teachers are given.
    (4) the type of physical facilities available for accommodating adequately each type of instructional media.

TYPES OF INSTRUCTION

D. High Intensity Instruction:

1. High intensity instruction in the laboratory is possible when a laboratory aide, classroom teacher and laboratory specialist have become an integrated working team with a specific function to perform in maximizing the utilization of a multi-media instructional system.
2. High intensity instruction requires:

    a. a wide range of instructional materials within which any under-educated adult can function.
    b. flexibility in seating arrangements for individuals to work in carrels and for clusters of students around specific work stations.
    c. utilization of professional skills held by the laboratory specialist, classroom teacher and laboratory aide to provide intense instructional concentration to ameliorate the reading handicaps of each student.
    d. freedom for adults to work at their individual pace with an instructional program aimed to provide success at each level with a large variety of media.
    e. intensive teacher training in overall laboratory management of the media and the students.
    f. a "readiness stage" of transition which wil enable under-educated adults to function successfully in the instructional media encountered.

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